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A SURVEY OF THE OPINIONS OF TEACHERS REGARDING THE
IMPROVEMENTAL EXAMINATIONS AND THE PREFERRED METHODS
OF EVALUATION IN GRADE 10 SOCIAL STUDIES

by

MATTHEW LOPATKA



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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

A SURVEY OF THE OPINIONS OF EDUCATORS REGARDING THE
DEPARTMENTAL EXAMINATIONS AND THE FAVORED METHODS
OF EVALUATION IN GRADE IX SOCIAL STUDIES

recommended to the Faculty of Graduate Studies for acceptance

by

NATHANIEL LOPATKA



A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

This investigation was conducted to compare, by means of the questionnaire-survey method, the opinions of grade IX social studies teachers and junior high school principals in the Edmonton Public and Separate schools regarding the following basic questions:

1. The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance a thesis entitled "A Survey of the Opinions of Educators Regarding the Departmental Examinations and Favored Methods of Evaluation in Grade IX Social Studies" submitted by Nathaniel Lopatka in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This investigation sought to determine and compare, by means of the questionnaire-survey method, the opinions of grade IX social studies teachers and junior high school principals in the Edmonton Public and Separate schools regarding the following basic questions:

1. To what extent do the opinions of the educators indicate agreement or disagreement with the elimination of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?

2. To what extent do the opinions of the educators indicate agreement or disagreement with the stated advantages and disadvantages of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?

3. To what extent do the opinions of the educators indicate favor for various methods of evaluation for determining the final marks of students in grade IX social studies? Are there significant differences in their responses on the basis of their backgrounds?

One hundred and seventy-two questionnaires, of the 188 distributed, were completed and returned. The data obtained were treated statistically to determine if significant differences existed between (1) the percentages of "agree" and "disagree" responses, and (2) the educators' responses (opinions) on the basis of their backgrounds.

Some of the study's findings included the following:

1. Over two-thirds (a significant proportion) of the educators agreed that the grade IX social studies Departmental examination should be completely eliminated.

2. Generally, a majority of the educators expressed opinions of

agreement with the stated disadvantages of the grade IX social studies Departmental examination and of disagreement with its stated advantages.

3. The proportions of "agree" and "disagree" responses were found to differ significantly for twenty-three of twenty-eight items. The number of items for which significant differences of opinion were found to exist varied noticeably on the basis of the analysis under each of the background variables. On the basis of whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations, significant differences of opinion were found for eleven of the items. On the other hand, no significant differences of opinion were found on the basis of the teachers' sex, and number of years of teacher training.

4. The methods of evaluation which were favored by the educators, in order of their decreasing preference, were (a) written term (year-long) examinations and quizzes, (b) written student assignments, (c) teacher observations of students in the classroom, (d) March Departmental examination, (e) written final examination (other than Departmental), (f) oral student reporting, (g) formal oral examinations, and (h) other methods.

On the basis of the findings it was concluded that (1) the new examinations policy of the Department of Education in Alberta met with the approval of a majority of the junior high school educators in the City of Edmonton, and (2) the use of paper-and-pencil tests, which were considered as an important evaluative technique for teachers of grade IX social studies teachers, was not rejected. It was thus recommended that measures be taken to ensure that social studies teachers are qualified in the skill of test-making and test-grading.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to Dr. T. T. Aoki, advisor to the study, for his unfailing assistance and encouragement during the course of this investigation. Thanks are also extended to Dr. R. S. Mortlock for his many helpful suggestions, and to Dr. E. C. Wilson.

The writer is indebted to the Edmonton Public and Separate School Systems for permitting the distribution of the questionnaire to their schools, and to all the grade IX social studies teachers and junior high school principals who completed and returned their questionnaires. Appreciation is also extended to those friends and colleagues who gave generous help when it was required.

Finally, the writer wishes to extend a special tribute to his wife, Maryanne, whose patience and understanding were a factor in making this thesis possible.

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CHAPTER I

THE NATURE AND SIGNIFICANCE OF THE PROBLEM

I. INTRODUCTION AND PURPOSE OF THE STUDY

This study arose out of recent changes in the Department of Education policy concerning the grade IX Departmental examinations in the Province of Alberta. For over thirty years, the Departmental examinations in grade IX have served as the principal means of evaluation of grade IX students.¹ This policy was reaffirmed in 1959 when the Report of the Royal Commission on Education in Alberta recommended that "Departmental examinations continue in all schools in grade IX."² The Report also stated:

There can be little doubt that for certain purposes examinations should be provincially uniform. Teachers and school administrators testify to the value of uniform grade IX examinations in measuring achievement and assessing the future education potential of the pupil and the nature of his program. In order to follow the levels of achievement and to offer leadership to local systems in guidance and program development, the Province requires a uniform measuring instrument. Grade IX examinations may serve this purpose. While the present system at this level has earned criticism, the desirability of continuing such examinations is widely supported.

According to the new policy, however, beginning with the 1969-1970 academic year these examinations will be administered in March, and their

¹R. S. McArthur and S. Hunka, School Examination Practises and Standards in Alberta (University of Alberta: The Advisory Committee on Educational Research, 1960), p. 5.

²Donald Cameron et al., Report of the Royal Commission on Education in Alberta (Edmonton: Queen's Printer, 1959), p. 67.

³Ibid.

primary purpose will be for guidance and research purposes.⁴ In the words of a Department of Education official, "The data from the tests will be given to the school authorities and using them or rejecting them is their decision."⁵

The Edmonton Public School Board, in November 1968, went further when it requested of the Department of Education that one-third to one-half of the System's schools with grade IX students be exempted from writing the June 1969 Departmental examinations.⁶ This figure was later changed to permit 23 junior high schools, with a total grade IX student enrolment of over 3,300, or slightly more than 60 per cent of their total grade IX student population, to receive exemption from writing the June 1969 Departmental examinations.⁷ One school in the Edmonton Separate School System was also granted such exemption. In these schools, only the students who specifically requested to write these examinations were allowed to do so. All other students received their final evaluation from their respective schools alone.

Each school which requested exemption did so on the condition that a majority of its staff approve of this request.⁸ Over one-half

⁴Government of Alberta, Within Our Borders (Edmonton: Government of Alberta, February, 1969), p. 6.

⁵News item in The Edmonton Journal, November 6, 1968.

⁶News item in The Edmonton Journal, November 19, 1968.

⁷Edmonton Public School Board, "Junior High Schools Wishing to Opt out of Grade IX Departmental Examinations June, 1969" (Edmonton, 1969). (Mimeographed.)

⁸Interview with Mr. J. Finlay, Edmonton Public School Board, April 24, 1969.

of the teachers in the Edmonton Public School System taught in schools which applied for exemption. This suggested to the investigator the possibility of a change in the opinion of educators today as compared to educators of a decade earlier with regard to the Departmental examination. The primary purpose of this study, therefore, was to determine whether or not the opinions of educators were still in accord with the claims of the 1959 Report of the Royal Commission on Education in Alberta. Could it still be said that "teachers and school administrators testify to the value of grade IX Departmental examinations . . .?"

II. STATEMENT OF THE PROBLEM

The problem was to determine and compare, by means of the questionnaire-survey method, the opinions of grade IX social studies teachers and junior high school principals in the Edmonton Public and Separate junior high schools with respect to the following basic questions:

1. To what extent do the opinions of the educators indicate agreement or disagreement with the elimination of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?
2. To what extent do the opinions of the educators indicate agreement or disagreement with the stated advantages and disadvantages of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?
3. To what extent do the opinions of the educators indicate favor for various methods of evaluation for determining the final marks of students in grade IX social studies? Are there significant differences in their responses on the basis of their backgrounds?

III. SIGNIFICANCE OF THE STUDY

From 1937 to 1969 Departmental examinations served as the primary means of evaluating grade IX students in Alberta.⁹ Thus, the revision by the Department of Education of its examinations policy represents a turning point in the history of the Junior High School in Alberta.

Authorities claim that the methods of evaluation have far-reaching implications for the educational program.¹⁰ Phillips, for example, wrote that, "probably no other single phase of the teaching learning process is more important. The extent to which the teacher is successful in evaluation may determine success or failure in teaching."¹¹ Others have claimed that the type of evaluation of students employed by the schools tend to shape the curriculum; it more than likely controls the teacher's approach to education; it can shape the student's concept of what is important in the learning process and life; and it tends to be indicative of one's philosophy of education.¹² Indeed, as Baron and Bernard wrote, "Alterations of evaluation procedures involve the entire philosophy of the school and must therefore be a matter for serious study. Change should take place only as rapidly as those concerned are

⁹ Cameron, op. cit., p. 52; "Official Bulletin. Grade IX Examinations," ATA News, 3, February, 1969.

¹⁰ Paul L. Dressel, "The Role of Evaluation in Teaching and Learning," Evaluation in Social Studies, Harry D. Berg, editor. (Washington: The National Council for the Social Studies, 1965), p.7.

¹¹ R. C. Phillips, Evaluation in Education (Columbus, Ohio: Charles E. Merrill Publishing Company, 1968), p.1.

¹² G. Van Vierssen-Trip and Gray Cavanagh, "Unexamined--Not Worth Living," OSSTF Bulletin, 48(March, 1968), 77-79.

convinced of its value."¹³

Few studies have been undertaken which attempted to determine the opinions of teachers and school principals with regard to the Departmental examinations and the methods of evaluation educators favor using. Yet it seems logical that their opinions should be considered before changes in examinations policy are made. Manning, for example, has observed that:

Departments of Education . . . may invite criticism by making changes in which they do not carry their teachers with them, or by failing to make changes which the majority of well-informed teachers have come to favor.¹⁴

Boyle also recognized the importance of considering teacher opinions when dealing with examinations procedures: "Administrators . . . as well as persons engaged in the task of test construction, could profit by studying the opinions of teachers."¹⁵

IV. DELIMITATIONS OF THE STUDY

The questionnaire was sent only to educators who were directly involved with grade IX social studies in the Edmonton Public and Separate School Systems in the 1968-1969 academic school year. The study was limited to grade IX social studies because of the writer's involvement

¹³ Denis Baron and Harold Bernard, Evaluation Techniques for Classroom Teachers (New York: McGraw-Hill Book Co., Inc., 1958), p. 239.

¹⁴ Wm. G. Manning, Department of Education Examinations in the Schools of the Canadian Provinces (Saskatoon: University of Saskatchewan, 1954), p. 244.

¹⁵ Sister Mary Boyle, "A Survey of the Opinions of Teachers, Pupils, and Parents Concerning Diocesan Examinations" (unpublished Ph.D. dissertation, Fordham University, New York, 1966), p. 122.

in social studies at this level. It was further limited to the City of Edmonton because of the unique circumstance whereby approximately one-half of the educators had their classes exempted from writing the June 1969 Departmental examinations while the rest had classes which wrote the examinations. This situation provided an excellent opportunity to compare the opinions of the two groups of educators on this basis. Another important reason for limiting the study to the City of Edmonton was that of numbers. The distribution of the questionnaires to appropriate educators throughout the entire province would have been much less manageable.

The instrument was designed to measure the educators' opinions only.

To encourage the maximum degree of honesty of response the investigator requested that the questionnaire be returned anonymously. Thus, determining the reliability of the instrument through the test-retest method was not practical. Use of the split-half method of determining reliability was not possible in this investigation since the instrument did not possess the quality of unidimensionality.¹⁶ There were, therefore, no formal statistical tests of reliability on the instrument. However, the instrument was piloted and validated.

V. DEFINITION OF TERMS

The following terms require definition so that their interpretation may be consistent throughout the study:

1. Background variables. This term refers to the variables, as found

¹⁶Infra, pp. 29-30.

in Part A of the questionnaire, dealing with the backgrounds of the educators. Specifically, these variables included information with respect to the following: position (teacher or principal), sex, number of years of teacher training, whether or not their classes wrote the June 1969 grade IX Departmental examinations, number of years of teaching experience, number of years of teaching experience in grade IX social studies, number of junior high classes in school, and employing school board.

2. Teachers. This term refers to teachers of grade IX social studies for the Edmonton Public and Separate School Systems. Coordinators who besides teaching grade IX social studies for the Edmonton Public School System had the added responsibility of coordinating the junior high school social studies program in a number of schools, were considered as teachers. For the analyses of the data under the second to eighth variables, the principal-teachers, as defined below, were also considered as teachers.

3. Principals. This term refers to the administrators charged with administering the entire junior high school program of a school. For the analysis of the data under the first variable, the principal-teachers, as defined below, were also considered as principals.

4. Principal-teachers. This term refers to the principals of the Edmonton Separate School System who also served as their schools' grade IX social studies teachers.

5. Educators. This term refers, collectively, to the teachers and principals, as each is defined above, of the Edmonton Public and Separate School Systems.

6. Examinations. The terms examinations and tests were considered to be synonymous for purposes of this investigation. Both terms refer to the instruments used in making "an appraisal of ability, achievement, or present status in any respect."¹⁷

7. External examinations. This term refers to those "examinations set and marked by some body outside the school which the pupil attends usually to determine whether he has attained prescribed standards."¹⁸

8. Departmental examinations. This term refers to the final examinations, set and marked by the Alberta Department of Education, and administered to grade IX students in the Province.

9. Attitude, Opinion, and Reaction. These three terms were interpreted as they are used in the following paragraph:

How an individual feels, or what he believes is his attitude. But it is difficult, if not impossible, to describe and measure attitude. The researcher must depend upon what the individual says as to his beliefs and feelings. This is the area of opinion. Through the use of questions, or by getting an individual's expressed reaction to statements, a sample of his opinion is obtained. From this statement of opinion may be inferred or estimated his attitude--what he really believes.¹⁹

Operationally, in this study, the responses on the questionnaire were considered as opinions.

VI. ORGANIZATION OF THE REPORT OF THE STUDY

Thus far Chapter I has introduced and stated the problem,

¹⁷ Carter V. Good (editor), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, 1959), p. 210.

¹⁸ Cameron, op. cit., p. 64.

¹⁹ John W. Best, Research in Education (Englewood-Cliffs, N.J.: Prentice-Hall Inc., 1959), pp. 156-157.

indicated the study's significance, purpose, and delimitations, and provided definitions of the key terms to be used. The remainder of the study is organized as follows: Chapter II reviews related research studies, and literature concerning evaluation in social studies, external examinations, the grade IX Departmental examination in Alberta, and methodological considerations. The procedure by which the study was conducted is presented in Chapter III. In Chapter IV the data obtained from the questionnaires are analyzed, and the findings reported. Chapter V summarizes the investigation's findings, draws conclusions, and makes recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature relevant to this investigation is surveyed in this chapter in the following order: first, a review of related research studies; second, a review of the concept of evaluation in the social studies; third, a review of literature pertaining to external examinations in general, and to the grade IX Departmental examinations in Alberta, more specifically; and lastly, a review of literature related to methodological considerations.

I. REVIEW OF RELATED RESEARCH STUDIES

It was found that very few studies designed to determine the opinions of educators toward external examinations and toward desired methods of evaluation have been undertaken. This section of the chapter reviews a study conducted in the United States and two others completed in Edmonton, all of which relate to the present study.

The Boyle Study

Boyle, in 1966, conducted research "to determine by means of the questionnaire-survey method, the opinions of teachers, pupils, and parents regarding diocesan examinations in selected parochial schools."¹ Copies of the questionnaire were distributed to sixth-grade teachers of

¹Sister Mary Boyle, "A Survey of the Opinions of Teachers, Pupils, and Parents Concerning Diocesan Examinations" (unpublished Ph. D. dissertation, Fordham University, New York, 1966), p. 100.

a selected religious community in 149 Catholic elementary schools in 14 dioceses of 7 states along the Atlantic coast. They sought the following data from the teachers: (a) their professional and experiential background, (b) the degree to which they believed diocesan examinations measured the outcomes of Catholic elementary education and met the criteria for good tests, (c) the advantages and disadvantages of diocesan examinations, and (d) the type of questions preferred for diocesan examinations.

Boyle used the chi-square technique, assuming the significance level of .05, "to test the relationship between the variables, professional and experiential backgrounds of the teachers, and their opinions as to what degree diocesan examinations measured the outcomes of Catholic elementary education and criteria for good tests."²

Some of the findings and conclusions by Boyle which are relevant to this investigation follow:

1. The majority of teachers were satisfied that their diocesan examinations measured the major outcomes of Catholic elementary education.
2. There was no significant relationship between the teachers' professional training and their opinions regarding the measurement of outcomes in the diocesan tests. This finding prompted Boyle to conclude: "It was evident that the years of experience and/or the in-service courses of the non-degreed teachers enabled them to make the same value judgements as the degreed teachers."³

²Ibid., p. 102.

³Ibid., p. 110.

3. The teachers' number of years of experience had a significant relationship to the opinions they stated concerning the measurement of one outcome of Catholic elementary education, "love of neighbor."⁴

4. Because they (a) measured the major outcomes of Catholic elementary education satisfactorily, and (b) met the criteria for good testing, it was concluded that diocesan tests should continue to be administered.

5. The most commonly cited advantages of diocesan examinations were that they (a) provided a check on the subject matter taught, and (b) indicated to the teacher how his classes compared with other classes in the diocese. The most frequently expressed disadvantage of these examinations was that they upset the better pupils.

6. Teachers showed a preference for tests with a majority of objective test items. It was concluded that ". . . teachers were aware of the subjectivity involved in rating essay-type questions."⁵

The Boyle study helped the investigator in developing some items of the questionnaire used in the study.

The Edmonton Studies

In 1966, the Edmonton Regional Social Studies Council established two committees to investigate testing practices in social studies at the junior and senior high school levels. Both committees employed the questionnaire method to determine the opinions of principals, teachers, and coordinators or department heads of social studies. The reports which the committees released in early 1968, concentrating on testing purposes and procedures, both dealt with the broad area of evaluation.

⁴ Ibid.

⁵ Ibid., p. 111.

The Junior High School Study. The Report of the Junior High School Committee on Testing, made on the basis of 136 returned questionnaires, included the following relevant findings and recommendations:

1. The teachers indicated that "The primary purpose of testing is to provide feed-back on progress being made in the course and thus a mark for the student."⁶
2. Tests and examinations formed the exclusive basis for report card marks for students. The number of tests used for each report card varied from one to more than eleven. "... 6% of the teachers polled used only one test in arriving at marks for each report card during the year, while the final report card mark was determined by one test in 13% of the cases."⁷
3. Fifty-three per cent of the respondents favored continuation of the grade IX Departmental examination in social studies, while 42 per cent opposed them and the others indicated indifference.
4. It was recommended that social studies teachers set down objectives which were achievable and measurable.
5. The Committee recommended that "the grade IX departmental [examination in social studies] be eliminated."⁸

The Senior High School Study. The Report of the Senior High School Committee on Testing included the following conclusions and recommendations which relate to the purpose of this study:

⁶ Edmonton Regional Social Studies Council, "Testing Social Studies in the Junior High School" (Edmonton, 1968), p. 3 (Mimeographed.)

⁷ Ibid., p. 9.

⁸ Ibid., p. 12.

1. A very inconsistent approach toward evaluation appeared to exist.

The Committee concluded that:

. . . there is an absence of any clear cut or generally acceptable arrangement of social studies goals. If instruction in the social studies is to work towards the realization of worthwhile goals, the teacher must be made aware of these goals, understand them and prepare to work towards their attainment.⁹

2. In spite of the stated objectives of the senior high school social studies, a large percentage of teachers and department heads apparently did not consider attitude development and improvement when arriving at a student's mark. "This would suggest that many teachers consider this aspect of the social studies impossible or unrealistic to measure."¹⁰

3. The study revealed a marked lack of training of educators in evaluation, in spite of its recognized significance.

II. EVALUATION IN SOCIAL STUDIES

"Evaluation in social studies," Dunfee has stated, "must concern itself with knowledge, understandings, attitudes, behaviors, and skills."¹¹ Probably not many social studies teachers would argue with such a statement. Yet it appears that for many, paper-and-pencil tests form the sole means of evaluation. Indeed, until very recently, examination results

⁹ Edmonton Regional Social Studies Council, "Testing Social Studies in the Senior High School" (Edmonton, 1968), p. 26 (Mimeographed.)

¹⁰ Ibid.

¹¹ Maxine Dunfee, "Evaluating Understandings, Attitudes, Skills, and Behaviors in Elementary School Social Studies," Evaluation in Social Studies, Harry D. Berg, editor. Thirty-Fifth Yearbook of the National Council for the Social Studies (Washington: National Council for the Social Studies, 1965), p. 163.

served as "the sole criterion for determining the academic disposition"¹² of all grade IX students in Alberta.

To be effective, the evaluation procedures employed must be in harmony with the educational objectives and with the learning experiences provided to attain these aims. In view of the fact that many of the objectives of social studies include more than the acquisition of knowledge, it is safe to conclude that the means of evaluation must include more than written examinations. Mayhew refers to this lack of congruence between educational objectives and the procedures of evaluation when he wrote:

It is paradoxical that formal education postulates as its most important outcomes such things as attitudes, values, feelings, appreciations and opinions. Yet when it appraises the outcomes, it typically seeks evidence of knowledge, the power to manipulate, the ability to think critically and the techniques of analysis and synthesis.¹³

Evaluation, then, as an Ontario social studies educator, Mr. Archie Carnahan, has pointed out,

. . . is much broader than testing. It must encompass every objective valued by the school. It includes much that depends on personal sensitivity and intuition, not merely of the testing and marking system.¹⁴

The concept of evaluation, in terms of its present comprehensive

¹²"Official Bulletin. Grade IX Examinations," ATA News, 3, February, 1969.

¹³Lewis B. Mayhew, "Measurement of Non-Cognitive Objectives in the Social Studies," Evaluation in Social Studies, Harry D. Berg, editor. Thirty-Fifth Yearbook of the National Council for the Social Studies (Washington: National Council for the Social Studies, 1965), p. 115

¹⁴G. Van Vierssen-Trip and Gray Cavanagh, "Unexamined--Not Worth Living," OSSTF Bulletin, 3:29-30, January, 1969.

meaning, has a relatively short history. The term came into widespread use in the late-third and fourth decades of this century. Schwartz indicated that World War II created "the conditions from which has evolved the evaluation movement."¹⁵ The necessity of gauging the capabilities of inductees, and assigning them to work in areas where they would be most productive, required new methods of evaluation. Likewise, evaluation in the schools became more concerned with a more comprehensive range of objectives rather than subject-matter achievement only. To do this effectively, a wider variety of techniques of appraisal were required.

Wrightstone summarized the differences between the contemporary and former means of appraising students in the following words:

Modern evaluation differs from older forms of appraisal in several ways. First, it attempts to measure a comprehensive range of objectives of the modern school curriculum rather than subject-matter achievement only. Second, it uses a variety of techniques of appraisal, such as achievement, attitude, personality, and character tests. Included also are rating scales, questionnaires, judgment scales of products, interviews, controlled-observation techniques, sociometric techniques and anecdotal records. Third, modern evaluation includes integrating and interpreting these various indices of behavior into an inclusive portrait of an individual¹⁶

It is probably agreed by most social studies teachers that some of their major problems in evaluation lie in the appraisal of the attainment of objectives other than the mere acquisition of knowledge. As

¹⁵ Alfred Schwartz and Stuart C. Tiedemen, Evaluating Student Progress in the Secondary School (New York: Longmans, Green and Co., 1957), p. 8.

¹⁶ J. Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Company, 1956), p. 3.

Dunfee pointed out:

If teachers believe there is more to social studies instruction than fact-gathering, it behooves them to seek out and to experiment with new techniques for measuring essential understandings, attitudes, skills, and behaviors.¹⁷

Ebel seems to have recognized the teachers' plight when he agreed that there was a definite "lack of good, ready-made instruments" for appraising attitudes, values, and feelings. He continued:

What is even more discouraging is the lack of any [italics not in the original] promising techniques for the measurement of attitudes, values, and feelings. It is gradually becoming apparent that the difficulties of measuring these traits with paper-and-pencil tests are inherent in the nature of the traits, and in the limitations of formal, written tests. Techniques of testing which are generally effective in measuring knowledge and understanding may never even be passably effective in measuring an individual person's attitudes, values, and feelings simply because these are specific¹⁸ to situations which cannot realistically be reproduced by any test.

The solution seems to be obvious: either develop techniques which can successfully evaluate in these areas, or forget about the difficult-to-evaluate objectives. Ebel's answer is that to some extent, ". . . teachers should abandon pursuit of goals in this area." He continued:

Many widely approved goals with respect to attitudes, values and feelings are generally acceptable only when they are left undefined. What consensus could we get on defining the activities of a good citizen, or the nature of ideal spiritual values? People in different localities, and of different political, religious, or¹⁹ philosophical persuasions would define them quite differently.

In spite of such suggestions, most of today's programs of study

¹⁷ Dunfee, op. cit., p. 158.

¹⁸ Robert I. Ebel, "The Problem of Evaluation in the Social Studies," Social Education, 24:6-10, January, 1960, p. 8.

¹⁹ Ibid.

in social studies require that teachers evaluate their pupils' attitudes, values, feelings, and behaviors. A description of suggested methods by which educators might accomplish this task follows.

Methods of Evaluation in Social Studies

Basically, the many techniques available to the social studies teacher for evaluating his students can be divided into these three categories: (1) Tests, (2) Observations, and (3) Completed work of students.

1. Tests. Undoubtedly, tests and/or examinations constitute the most widely employed evaluative technique for social studies teachers. Included in this method are many different forms of written and oral tests or examinations. All tests, regardless of whether they are objective or subjective, formal or informal, year-end or year-long, teacher-made or external, are included. Such aids as questionnaires, inventories, and projective techniques also constitute a form of testing.

2. Observations. Despite the subjectivity which is inherent in all evaluation of students by teacher observations, this method may possess desirable qualities. Ebel, for example, expressed the opinion that ". . . techniques for observing and recording typical behavior seem to offer more promise than any test-like instrument to probe a student's attitudes, values, and feelings."²⁰ Haas concurred with this opinion by stating that "Direct observation is the best means thus far to check

²⁰Ebel, op. cit., p. 9.

personality behavior and adjustment to society."²¹ An important precaution, upon which hinges the success of this technique, was noted by Baron and Bernard. They comment that "Informal observations may prove to be a valuable supplement to the evaluation program--if the teacher can imagine himself in the role of a psychologist rather than that of a policeman."²²

3. Work completed by students. This technique, whereby the work completed by students is appraised by the teacher, is especially suitable in subjects as the social studies where individual student interests can be directed toward a variety of assignments. The results of these student efforts offer additional evidence which can be integrated into the final evaluation of the student.

III. THE EXTERNAL EXAMINATION

Examinations have served many different societies for thousands of years. The Chinese are reported to have "used examinations as early as 225 B. C. to select civil servants."²³ It is reasonably certain that some type of formalized testing has been used in schools since their inception. In spite of a rather long history, however, ". . . the birth of the modern testing movement . . . can be traced to the

²¹ Leonard Haas, "Evaluation in the Social Studies," Social Education, 12:316, November, 1948.

²² Denis Baron and Harold Bernard, Evaluation Techniques for Classroom Teachers (New York: McGraw-Hill Book Company, inc., 1958), p. 257.

²³ Schwartz and Tiedemen, op. cit., p. 6.

beginning of the twentieth century" with the work of such men as Galton, Wundt and Binet.²⁴

More recently, increasing attention has been focused on the possible over-use of examinations in evaluating student progress. In particular, the use of external examinations has been questioned.

The arguments for and against the use of external examinations to appraise student achievement are well represented in educational literature. Some of the most frequently cited advantages of external examinations are the following:

1. External examinations ". . . provide for both pupils and teachers a strong form of extrinsic motivation for better achievement of the type measured by written examinations."²⁵

2. External examinations ". . . tend to establish relatively uniform standards of achievement which are widely recognized and generally understood."²⁶ This uniformity of standards enables the pupil to get an indication of his normative attainment.

3. External examinations can provide a powerful means of control over the curriculum by some central body which has the ability to emphasize certain parts of the curriculum.²⁷

4. External examinations provide busy and often inexperienced teachers with satisfactory measuring devices which test more than merely

²⁴ Ibid.

²⁵ Donald Cameron et al., Report of the Royal Commission on Education in Alberta (Edmonton: Queen's Printer, 1959), p. 65.

²⁶ Ibid.

²⁷ Ibid.

recall.²⁸

5. External examinations can keep pupils working at studies which are uninteresting or "distasteful" to them.²⁹

6. External examinations provide an important "disciplinary function," encouraging steadiness of work over a more lengthy period of time.³⁰ Or, as Lister phrased the point, "There is, for the normal boy and girl, an element of discipline in an external examination, which is healthy."³¹

7. External examinations encourage students "to get their knowledge into reproducible and readable form and to set their thoughts on paper with clarity."³²

8. External examinations provide a useful means of self-evaluation for the teacher.³³

9. External examinations are a source of valuable data to be used to provide better guidance for individual pupils.³⁴

On the other hand, it has been claimed that external examinations

²⁸L. H. Garstin, "Are External Examinations on the Way Out?" Monday Morning, 1:30, June-July, 1967.

²⁹Wm. G. Manning, Department of Education Examinations in the Schools of the Canadian Provinces (Saskatoon: University of Saskatchewan, 1954), p. 219.

³⁰Garstin, loc. cit.

³¹H. Lister, "The Effects of External Examinations on the School," External Examinations in Secondary Schools, G.B. Jeffery, editor. (London: George G. Harrap and Co. Ltd., 1958), p. 105.

³²Garstin, loc. cit.

³³Manning, op. cit., p. 221.

³⁴Cameron, loc. cit.

have many disadvantages. Some of the most commonly cited are the following:

1. External examinations can be the cause of a restricted or narrowed curriculum if teachers "look upon the examination syllabus as the teaching syllabus."³⁵ Only that which could be tested by paper-and-pencil examinations would therefore be taught, resulting in a depressed status for the "aesthetic and creative side of education."³⁶
2. External examinations tend to "exalt the written above the spoken," and emphasize memory and facts at the expense of understanding.³⁷
3. External examinations can create an atmosphere preoccupied with examination success. The examination becomes, instead of a means, "the end itself."³⁸
4. The external examination deprives the teacher of professional freedom.³⁹
5. The uniformity and rigidity imposed on subject matter and standards as a result of external examinations goes counter to the "increasingly widespread concern for the progress of the individual

³⁵P. Heaton, "External Examinations in the Secondary Modern School," External Examinations in Secondary Schools, G. B. Jeffery, editor. (London: George G. Harrap and Co. Ltd., 1958), p. 12.

³⁶Scottish Education Department, Secondary Education (Edinburgh: His Majesty's Stationery Office, 1947), p. 47, quoted in J. A. Hope et al., Report of the Royal Commission on Education in Ontario (Toronto: King's Printer, 1950), p. 89.

³⁷Ibid.

³⁸Ibid.

³⁹G. B. Jeffery, "Secondary School Examinations and University Entrance," External Examinations in Secondary Schools, G. B. Jeffery, editor. (London: George G. Harrap and Co. Ltd., 1958), p. 12.

pupil."⁴⁰

6. External examinations encourage teachers to spoon-feed their pupils.⁴¹

7. External examinations stimulate too much of a competitive spirit.⁴²

8. External examinations are the cause of worry and strain, especially to the better pupils.⁴³

9. When external examinations are of the objective, machine-scored type, they "discourage innovation and originality in the development of new teaching techniques."⁴⁴

10. The provision of good external examinations involves the expenditure of too much money.⁴⁵

The Grade IX Departmental Examinations in Alberta

In 1936-1937 the educational system in Alberta underwent its third change from the time the first school program was inaugurated in 1902.⁴⁶ The inclusion of a grade IX Departmental examination, under the

⁴⁰ Garstin, loc. cit.

⁴¹ Ibid.

⁴² Manning, op. cit., p. 220.

⁴³ Ibid.; Boyle, op. cit., p. 74.

⁴⁴ G. Van Vierssen-Trip and Gray Cavanagh, "Objective-Answer Testing," Monday Morning, 3:30, January, 1969.

⁴⁵ Manning, op. cit., p. 222.

⁴⁶ The first change occurred in 1912 when the major innovation was the substitution of the term "grades" for "standards," and the second occurred in 1922 when an entirely new school program was introduced.

special charge of the High School Entrance Examination Board, was one of a number of sweeping changes introduced in the intermediate school (grades VII, VIII, and IX). In addition, a completely new program of studies was structured for these grades by the General Committee of the Programme of Studies for the Intermediate School. Developed specifically for students of ages eleven to seventeen years, the Intermediate School was intended as:

. . . a preparatory school for pupils who will proceed to the high school; but at the same time it must serve as a 'finishing school' for pupils who, for one reason or another, are unable to advance beyond Grade IX.⁴⁷

In the Department of Education Yearbook of 1937 the rationale behind the grade IX Departmental examination was described in these words:

On the scale of school achievement there are twelve steps or degrees of advancement--the so-called grades from I to XII. The scale has three divisional points: at the end of Grade III, Grade VI, and of Grade IX. These divisional points are also promotional points. Within a division there is no promotion from grade to grade; and the teacher is free to place the pupils where they can work to best advantage. Moreover, there are no formal examinations, save in the case from the Intermediate School to the High School.⁴⁸

The Departmental examination was primarily of the "new" or "objective" type.⁴⁹ The results of the examination were statistically treated, "the marks being transmuted with a common median, and candidates were placed in Grade A, B, C, or D according to their degree of attain-

⁴⁷ Department of Education, Province of Alberta, Thirty-Second Annual Report (Edmonton: Government of Alberta, 1937), p. 17.

⁴⁸ Ibid.

⁴⁹ Cameron, op. cit., p. 63, reports that by 1950 not over 40 per cent of the examination paper was to be machine-scored and by 1958 many of the tests contained "preponderantly objectively-scored items."

ment."⁵⁰ With respect to the awarding of marks, the Cameron Commission Report related that:

From 1936 to the present, the final mark awarded a candidate on an examination in any subject in any year has depended primarily upon how he fared against all other candidates writing that examination In fact, the major assumption of the system is that the standards set by all the students in the province, writing any one examination are more uniform from one year to the next than are the standards maintained in the minds of a small and changing group of examiners.⁵¹

More specifically, the marks for students writing Departmental examinations since 1937 have been arrived at in the following manner: Each paper is first marked and given a raw score on the basis of the number of correct answers. This score is then converted to a scaled score. The student obtaining the highest raw score in the Province would be awarded a scaled score of one hundred. A scaled score of zero, or very near zero, would be awarded to the student making the lowest raw score in the Province. All other students' raw scores would then be transformed into scaled scores "by a process which has the general effect of spreading out their final marks between zero and one hundred."⁵² The result is the awarding of letter grades to all students who wrote each subject on the basis of the rank order of their scores, as follows: the top 10 per cent of the pupils are awarded an H; the next 25 per cent are awarded an A; the next 35 per cent a B; the next 20 per cent are given a C; and the bottom 10 per cent obtain a D.⁵³

According to the Department of Education Yearbooks for 1940, 1941,

⁵⁰Department of Education, op. cit., p. 28.

⁵¹Cameron, op. cit., p. 60.

⁵²Ibid., p. 57.

⁵³Ibid.

and 1942, the Departmental examination was well-accepted by Alberta's teachers. These Yearbooks were able to report that:

The Grade IX Examination procedure has now become well-established. Research and reports from teachers in general throughout the Province are evidence that candidates for this examination are well-graded.⁵⁴

Therefore, with few exceptions,⁵⁵ the results of the grade IX Departmental examination served as the sole determinant of a student's final evaluation in Alberta from 1937 to 1969. This was true even though during this time, "principals were directed to submit to the Department confidential reports on the year's work of the students under their jurisdiction."⁵⁶ The principal's confidential marks were used in only special and "borderline" cases.⁵⁷

Present status of the grade IX Departmental examinations.

Commencing with the 1969-1970 school year, grade IX Departmental "examination results are no longer to be used as the sole criterion for determining the academic disposition of the students."⁵⁸ A publication

⁵⁴Department of Education, Province of Alberta, Thirty-Seventh Annual Report (Edmonton: Government of Alberta, 1940), p. 46.

⁵⁵Between 1952 and 1965, inclusive, the final grades for the subjects of social studies and science were determined by assigning 50 per cent of the weight to the student's Departmental examination results for these subjects, and the other 50 per cent to the confidential mark sent in to the Department by the school principal. This system was discontinued in 1966.

⁵⁶Department of Education, Province of Alberta, Thirty-Fifth Annual Report (Edmonton: Government of Alberta, 1938), p. 38.

⁵⁷Personal interviews with Miss Iriye and Mrs. N. Sereda of the Examinations Branch, Alberta Department of Education, May 6, 1969.

⁵⁸"Official Bulletin. Grade IX Examinations," ATA News, 3, February, 1969.

of the Alberta Government, Within Our Borders, explained the reasoning behind this decision in this way:

The Examinations Branch, Division of Instruction, Alberta Department of Education, has decided that the existing system of examinations prepared by the department which determines whether a student should be promoted cannot be supported in view of present educational objectives.

The Grade Nine examinations were originally devised as a means of screening unsuitable students out of high school, but today the objective is for all students to have 12 years of education, be it vocational or academic, so the screening is no longer viable.

However, the examinations do have value in directing students in their education and the Grade Nine departmentals will now be aimed at this. The exams will be advanced from June to March so the results can be sent back to the schools in plenty of time for evaluation of a pupil's educational future.

Whether the departmental examination is used to determine a pupil's promotion or failure will be up to each individual school board. As additional criteria, schools may now set their own internal examinations, or choose the teacher's mark in deciding whether a student is to be promoted.⁵⁹

IV. METHODOLOGICAL CONSIDERATIONS

The Nature of Opinion and Attitude

This investigation was conducted for the purpose of determining the opinions of educators with respect to the Departmental examination and other methods of evaluation in grade IX social studies. The term "opinion" rather than "attitude" was selected even though it is generally acknowledged that differentiating between them "is no simple task."⁶⁰

The investigator adopted, for purposes of this study, the differ-

⁵⁹Government of Alberta, Within Our Borders, p. 6, February, 1969.

⁶⁰Charles H. Backstrom and Gerald D. Hursh, Survey Research (Chicago: Northwestern University Press, 1963), p. 71.

entiation as given by Best:

How an individual feels, or what he believes, is his attitude. But it is difficult, if not impossible, to describe and measure attitude. The researcher must depend upon what the individual says as to his beliefs and feelings. This is the area of opinion. Through the use of questions, or by getting an individual's expressed reaction to statements, a sample of his opinion is obtained. From this statement of opinion may be inferred or estimated his attitude--what he really believes.

The process of inferring attitude from expressed opinion has many limitations. An individual may conceal his real attitude, and express socially desirable opinions. An individual may not really know how he feels about a certain issue. He may never have given the idea serious consideration. An individual may be unable to know his attitude about a situation in the abstract.

Even though there is no sure method of describing and measuring attitude, the description and measurement of opinion, in many instances, may be closely related to the real feeling or attitude of an individual.⁶¹

The terms "opinion" and "attitude" are often used synonymously. It is probable that some studies which purport to measure attitude should really be claiming to measure opinion. As Remmers expressed it, "In most measurement of attitude we are really measuring opinions. Opinions, therefore, are expressed attitudes."⁶²

Questionnaire Construction

Use of the mail questionnaire, in spite of its known limitations, is based on its obvious advantages over other methods of gathering data. First, it provides the researcher with a relatively efficient, and--most important--inexpensive means of obtaining factual information, or

⁶¹ John W. Best, Research in Education (Englewood-Cliffs, N. J.: Prentice-Hall Inc., 1959), p. 155.

⁶² H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brother, 1954), p. 7.

opinions and/or attitudes, from a selected sample of people. Second, the method is especially advantageous in situations where respondents may wish to reveal socially unacceptable views, in which case the investigator can request that the questionnaires be returned anonymously.

One of the most frequently used techniques of constructing questionnaires which gather opinions, or attitudes, is that developed by Likert.⁶³ Briefly, the usual procedure by which such an instrument is made is as follows: The researcher must first compose a pool of items which is capable of testing opinion or attitude toward the object(s) in question. Usually, more than the required number of items is constructed, to allow for the later elimination of the poorer ones. Each item is assigned a possible of three ("agree," "uncertain," "disagree") or five ("strongly agree," "agree," "uncertain," "disagree," "strongly disagree") responses. These responses can then be scored from one to three, or one to five, depending on the number of responses allowed. About half the statements are worded so that a "strongly agree" response indicates a favorable reaction to the issue in question, while the other half are so worded that a "strongly agree" response indicates an unfavorable reaction. The items are then tested on a pilot group, and the total score on each completed questionnaire can be added to find whether the respondent's opinion (or attitude) is positive or negative. When the total score is added in this manner, it is imperative that all items are "measuring the same thing."⁶⁴ This characteristic is referred to as the unidimension-

⁶³ Allen L. Edwards, Techniques of Attitude-Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 149

⁶⁴ A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, Inc., 1966), p. 133.

ality of the instrument. Before the final totals for each questionnaire are computed, the researcher will have to reverse some items, so that the higher or lower numbers are "all either indicative of the positive or negative opinion."⁶⁵

The selection of items for the final form of the questionnaire is then made. Oppenheim describes the reasoning behind this process, known as item analysis, in this way:

Ideally, the item analysis should take place by correlating each item with some outside criterion of the attitude that it is supposed to measure and retaining only the items with the highest correlations.⁶⁶

Since this is hardly possible in most cases, Oppenheim continues:

. . . we must therefore say . . . that . . . the best available measure of the attitude concerned is the total item pool that we have so carefully constructed. By purifying this, the items will at least be consistent and homogeneous--they will all be measuring the same thing--and the scale may also be valid.

. . . We simply work out correlation coefficients for each item with the total score and retain those with the highest correlations. This is known as the internal consistency method of item analysis,⁶⁷ since no external criterion is available.

The investigator must be prepared to make other important decisions with respect to his questionnaire. He must make certain, for instance, that the respondents, besides being given assurance that their responses will be regarded as confidential, also, if possible, be given a guarantee of anonymity. This is especially essential to obtaining sincere, open responses. For this purpose, it has been recommended that ". . . where possible, therefore, respondents should not be asked for

⁶⁵ Ibid., p. 136.

⁶⁶ Ibid., p. 138.

⁶⁷ Ibid.

their names or requested to sign their questionnaires"⁶⁸

One of the most serious limitations of the questionnaire survey is the possibility of a low rate of returns. Kerlinger, for example, states that ". . . returns of less than 40 or 50 per cent are common. Higher percentages are rare."⁶⁹ Researchers planning to use this method of gathering data, must therefore be aware of, and prepare to overcome, this weakness. An investigation of the literature discovered some of the following suggestions for improving questionnaire returns.

Probably one of the most important factors in determining the percentage of responses is the letter of transmittal which accompanies the questionnaire.⁷⁰ It must briefly and clearly explain the problem, and convince the respondent that his valuable time would be well spent in answering the questionnaire. The investigator is advised to keep in mind that, ". . . by taking time and trouble to answer our questions the respondent is doing us a favor."⁷¹ The investigator's promise to regard all data as confidential, if this is the case, should also appear here. Reference to a well-known organization, institution, or individual associated with the study should also be included in the letter, if possible, to aid in increasing the number of returns.

Questionnaire appearance and format is another important consid-

⁶⁸Oppenheim, op. cit., p. 37.

⁶⁹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1967), p. 397.

⁷⁰Walter R. Borg, Educational Research: An Introduction (New York: David McKay Co., 1963), p. 213.

⁷¹Oppenheim, op. cit., p. 65.

eration. Research indicates, for example, that reproduction by multilithing is preferable to mimeographing or dittoing.⁷² Also, the questionnaire should not be too long.⁷³ The literature further suggests that the method by which the respondent is to select his responses should be simple, and that "check marks are best."⁷⁴ Even the face value of the postage stamp affixed to the self-addressed return envelope is apparently a factor determining the rate of returns.⁷⁵

How the above suggestions were utilized in the questionnaire is considered in Chapter III.

⁷² Edward A. Taylor, "Improving Questionnaires," California Journal of Educational Research, 2:75, March, 1951.

⁷³ Backstrom and Hursh, op. cit., p. 70; Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 107; John W. Best, Research in Education (New York: Englewood-Cliffs, N. J.: Prentice-Hall Inc., 1959), p. 143.

⁷⁴ Taylor, loc. cit.

⁷⁵ Marvin Bressler and Wm. A. Kephart, "An Experience With the Use of the Mail Questionnaire," Nursing Research, 5:36, 1956.

CHAPTER III

PROCEDURE

In this chapter, the data-gathering instrument is first discussed. Following this is a description of the procedures undertaken in collecting the data, and finally a description of the way in which the data were processed is presented.

I. THE DATA-GATHERING INSTRUMENT

Description of the Instrument

In following the recommendations of the literature, a questionnaire which was found in the pre-test to take approximately fifteen minutes for completion was developed.¹ The instrument was reproduced on white paper with the multilith process. For all items--except four in Part A--responses were made by placing a check mark (✓) in the appropriate parentheses.

The data-gathering instrument was made up of two parts, each of which was as follows:

Part A. Part A of the questionnaire sought the following data regarding the educators' backgrounds:

1. Position (teacher or principal)
2. Sex
3. Number of years of teacher training
4. Whether or not their classes wrote the June 1969 grade IX

¹See Appendix E

Departmental examinations

5. Number of years of teaching experience
6. Number of years of teaching experience in grade IX social studies
7. Number of junior high classes in school, and
8. Employing school board

These eight "background variables" served as the basis for the statistical analysis of the thirty-six items of Part B of the questionnaire. Because of the relatively small number of respondents and the requirements of the statistical technique employed, it was necessary that each variable have only two subdivisions. In the questionnaire, items 1, 2, 4, and 8 had structured responses while items 3, 5, 6, and 7 were left open-ended to permit flexibility in subdividing them after all the data were examined. An explanation of each of the variables, along with their subdivisions, is presented below.

1. Position. The questionnaire allowed respondents to indicate their position as either a teacher, coordinator, or principal. For purposes of analysis, the ten coordinators--because of their small numbers--were included with the teachers. This first variable was included to determine whether the differing educational responsibilities of teachers and principals would result in differing opinions.

2. Sex. The inclusion of this dichotomously subdivided variable was for the purpose of determining whether differences in opinion could be attributed to sex differences.

3. Number of years of teacher training. The dichotomous subdivision of this variable was on the basis of 1 to 3 years (no degree), and 4 or more years (degree or post-degree) of training. Since Clarke related

quality of teaching to years of teacher training,² and since this criterion also serves as a basis for the salary grids of both the Edmonton Public and Separate School Boards, it was felt that there might be a positive relationship between the teachers' years of training and their expressed opinions.

4. Whether or not their classes wrote the June 1969 grade IX Departmental examinations. Responses to this variable were categorized as either yes or no. One of the requisites for the granting of exemption to schools from the June Departmental examination was the approval by a majority of their staff. Therefore it was expected that these two groups of respondents might reveal some differences of opinion.

5. Number of years of teaching experience. The breakdown of this variable was a dichotomous one, with the first group consisting of teachers with 1 to 5 years of teaching experience and the second group containing those with 6 or more years. It was felt that this classification could result in differences of opinion since Clarke had indicated that years of teaching experience are related to quality of teaching,³ and since this criterion also serves as a basis for the salary grids of both school boards involved.

6. Number of years of teaching experience in grade IX social studies. On the basis of this variable, the data were subdivided into two groups. The first group consisted of teachers with 1 or 2 years of experience,

²S. C. T. Clarke, "The Effect of Class Size and Teacher Qualifications on Achievement," Research Monograph #5 (Edmonton: ATA, Barnett House, April, 1963), p. 67.

³Ibid.

while all teachers with 3 or more years of experience were included in the other group. This variable was included to determine whether the factor of teaching experience in grade IX social studies was related to differences in opinion.

7. Number of junior high classes in school. The first of the two subdivisions of this variable included teachers from schools with 1 to 12 classes of junior high students, while the second group contained teachers from schools with 13 or more classes. The reason for the inclusion of this variable was to determine whether teachers' opinions differed on the basis of the size of school taught in.

8. Employing school board. Teachers sampled in this survey were employed by either the Edmonton Public or Separate School Board. This variable was included to determine whether the opinions of teachers differ on the basis of the school board which employs them.

Part B. In constructing the items for Part B of the questionnaire, the investigator searched the literature to determine the advantages and disadvantages of external, or Departmental, examinations and the methods it would be possible for grade IX social studies teachers to use in evaluating students of social studies. In addition, helpful suggestions were sought and received from professional social studies educators at the grade school and university level, educational psychologists, and graduate students--many of whom were social studies specialists who had also taught at the grade IX level. Also, some ideas were gained by studying the results of an investigation, conducted in an Edmonton junior high school, into parental opinion about Departmental examinations at the grade IX level. The information derived from these sources was

incorporated into the pool of items made for the instrument.

Section I (Part B) was made up of twenty-eight opinion statements directed toward Departmental examinations, as applied specifically to the grade IX social studies in Alberta.

The respondents were instructed to indicate the intensity of agreement or disagreement with each item by checking, in the parentheses provided, one of the following five choices of responses: "strongly agree," "agree," "uncertain," "disagree," or "strongly disagree."

The five-response, Likert-type scale was chosen to allow the investigator an opportunity to infer favorable or unfavorable reactions, and at the same time to provide the respondents with some psychological freedom in responding to the item.

Section II (Part B) was included to permit the respondents to indicate the methods of evaluation they favored--and to what extent they weighted these methods--for determining the students' final marks in grade IX social studies. Items 29-1 to 35-7 listed specific methods or techniques to which the respondents were asked to assign weights, and item 36-8 was open-ended, asking them to name, and assign weights to, any other methods of evaluation which they favored using.

The respondents were instructed to indicate the extent to which they favored each method of evaluation by checking, in the parentheses provided, the percentage of the total mark which they favored assigning to each method. The choices were: "0%," "1 to 20%," "21 to 40%," "41 to 60%," "61 to 80%," and "81 to 100%."

Validation of the Instrument

Oppenheim points out that "the problem of validity remains one of

the most difficult in social research and one to which an adequate solution is not yet in sight."⁴ In this study, the content validity of the questionnaire was sought through the submission of the instrument to social studies teachers, graduate students, and a number of members of the Faculty of Education at the University of Alberta. Their critical comments and suggestions were incorporated in the pilot version of the questionnaire.

Instrument Pre-Test

The questionnaire was pre-tested by twenty-one educators consisting of present grade IX social studies teachers, former grade IX social studies teachers enrolled as graduate students at the University of Alberta, principals of junior high schools, and other graduate students and teachers. The pre-test respondents were supplied with a sheet of instructions, accompanying their questionnaires, which explained the purposes of the pre-test.⁵ They were requested to pay particular attention to: (1) clarity of items, (2) completeness of the questionnaire, (3) the best response pattern for Part B, Section II, of the questionnaire, and (4) any weakness or ambiguity in the instrument. Their suggestions were incorporated in the final version of the instrument.

⁴A. N. Oppenheim, Questionnaire Design and Attitude-Scale Construction (New York: Basic Books Inc., 1966), p. 78.

⁵See Appendix D

II. COLLECTION OF DATA

Population and Sample

The educators participating in this study were all from the City of Edmonton. The nature of the questionnaire made it relevant to all grade IX social studies teachers and junior high school principals in the Province of Alberta. The study was limited to the City of Edmonton for the reasons previously cited.⁶

Project Approval

Approval for distribution of the questionnaire to all Edmonton Public and Separate Schools containing grade IX social studies classes was acquired from the Central Administrative Offices of both School Boards.⁷ A project approval memo was distributed by the Central Offices of both School Boards to all participating schools.⁸ It was clearly stipulated, in both cases, that participation in the investigation was on a strictly voluntary basis. That is, each educator could choose to cooperate or not, depending on his wishes.

The names and addresses of all Edmonton junior high schools, with the names of their principals and grade IX social studies teachers were also supplied to the investigator by the School Board Offices.

Distribution and Collection of Questionnaires

The questionnaires were distributed by the investigator to all participating schools, and personally handed to the school principals.

⁶ Supra, pp. 5-6.

⁸ See Appendix C

⁷ See Appendix B

Delivery to the seventy schools was begun immediately following the Easter holiday break in May, 1969. It was hoped that the respondents would find this a relatively lax period.

Each principal was presented with an envelope containing a covering letter⁹ addressed to him together with one questionnaire for himself, and one for each member of his staff who taught grade IX social studies. The covering letter requested that principals complete and return their questionnaire, and distribute the other copies to the grade IX social studies teachers whose names appeared in the letter. It was hoped that the personal contact with the principals, making possible a brief discussion of the study, would help to increase the rate of returns.

Each questionnaire, together with a letter of transmittal,¹⁰ personally addressed to each respondent, and structured in accordance with the recommendations in the literature,¹¹ was enclosed in a self-addressed and stamped envelope. Because of research findings,¹² a ten-cent stamp was affixed, even though a five-cent stamp would have sufficed.

The Follow-Up

Because of the high percentage of questionnaire returns, a thank-you letter was substituted for the normal follow-up letter.¹³ Since the

⁹ See Appendix E

¹¹ Supra, p. 31.

¹³ See Appendix F

¹⁰ See Appendix E

¹² Supra, p. 32.

questionnaires were returned anonymously, the investigator mailed the letter to all the educators approximately two weeks after the questionnaires were distributed. The primary purpose of the letter was to thank all the respondents for their cooperation; the secondary purpose was to remind those who had not completed and returned their questionnaires that it was not too late to do so.

III. PROCESSING THE DATA

Method of the Analysis

While the questionnaire was constructed with the five-point response scale as used in the Likert procedure,¹⁴ it differed from the Likert technique in one important respect: the scores to each item of the questionnaire could not be added together to produce one total meaningful score since the instrument did not possess the characteristic of unidimensionality.¹⁵ Therefore, it was necessary to analyze the responses to each item of the questionnaire on an individual basis.

Item 1 of Part B, Section I of the questionnaire, was designed to seek the answers to the study's first basic questions: To what extent do the opinions of the educators indicate agreement or disagreement with the elimination of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?

Items 2 to 28 of Part B, Section I of the questionnaire, were designed to seek the answers to the study's second basic questions: To

¹⁴Supra, p. 29.

¹⁵Supra, pp. 29-30.

what extent do the opinions of the educators indicate agreement or disagreement with the stated advantages and disadvantages of the grade IX social studies Departmental examination? Are there significant differences in their opinions on the basis of their backgrounds?

Items 29-1 to 36-8 of Part B, Section II of the questionnaire, were designed to seek the answers to the study's third basic questions: To what extent do the opinions of the educators indicate favor for various methods of evaluation for determining the final marks of students in grade IX social studies? Are there significant differences in their responses on the basis of their backgrounds?

Part A of the questionnaire provided the variables by which it was possible to study whether significant differences existed in the educators' responses, to each of the above questions, on the basis of their backgrounds.

The data were analyzed eight times, once for each of the background variables. It should be noted that the principals who did not teach grade IX social studies were eliminated from the analyses for the second to the eighth variables. Their opinions were considered only in the analysis of the data for the first variable. In the subsequent analyses, the responses of only those educators who actually taught grade IX social studies were included.

Statistical Technique

Statistical procedures were employed to determine whether: (1) there was a significant difference between the percentages of "agree" and "disagree" responses in each of items 1 to 28 of Part B of the questionnaire, and (2) significant differences of opinion existed, in

each of items 1 to 36-8 of Part B of the questionnaire, on the basis of each of the educators' background variables.

To determine whether the percentage of "agree" responses differed significantly from the percentage of "disagree" responses, the following technique was applied: the "uncertain" responses were eliminated, and only the "agree" and "disagree" responses were considered in testing whether distribution of responses differed significantly from a "50-50 split."¹⁶

Since the data obtained by the questionnaire were of a qualitative nature,¹⁷ they were analyzed using the chi-square (χ^2) test of independence¹⁸ to determine whether significant differences of opinion existed on the basis of each of the background variables. Use of the chi-square test required that the expected frequencies in each cell should not be too small. With respect to this requirement it has been recommended:

. . . that for χ^2 tests with df larger than 1 (that is, when either k or r is larger than 2), fewer than 20 per cent of the cells should have an expected frequency of less than ¹⁹5, and no cell should have an expected frequency of less than 1.

Using the data as it was originally obtained in the questionnaire would have resulted in too many violations of this requirement. Therefore, in order to decrease the number of cells it was necessary, in Part

¹⁶Quinn McNemar, Psychological Statistics (New York: John Wiley and Sons, Inc., 1962), p. 48.

¹⁷Oppenheim, op. cit., p. 254.

¹⁸Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co. Inc., 1956), p. 175.

¹⁹Ibid., p. 178.

B, Section I, to combine the responses in the adjacent outer cells. Thus, for purposes of analysis, there were three response categories: namely, "agree," "uncertain," and "disagree." This combination of responses did not result in the loss of any indispensable information since the investigator was primarily interested in obtaining an opinion of agreement or disagreement with the statements. The degree of agreement or disagreement was not essential, but the inclusion of both choices in the questionnaire enabled the respondent to reply to each item more specifically and meaningfully.²⁰

In Part B, Section II, it was also necessary to combine each of the neighboring pairs of responses. Therefore, for purposes of analysis, the new weights were: "0 to 20%," "21 to 60%," and "61-100%." Here, as in Part B, Section I, it was felt that the combination of adjacent responses did not result in the loss of vitally important information.

For purposes of this investigation, the .05 level of significance was selected. The exact associated probabilities of chi-square are reported in the tables for the benefit of the reader who wishes to make personal interpretations as to whether the differences of opinion were significant or not.

Computer Programs

A special program was written in APL to test the significance of proportions.

To determine whether significant differences in opinion existed on the basis of each of the background variables, the data were analyzed--

²⁰ Supra, p. 37.

in accordance with the chi-square test as described above--by computer. The specific computer program was titled Cross Classification with Sub-Division, and coded as NON PØ9 by the Division of Educational Research Services of the University of Alberta. Tables showing frequency distributions, percentages, and the degrees of freedom, chi-square, and probability values were included in the printed out-put.

CHAPTER IV

THE FINDINGS

The findings of this study are reported in three sections. First, the distribution of respondents, according to their background variables is presented. Second, the findings from the statistical analysis of the responses to each item of the questionnaire are reported. Finally, a variable by variable account of items with significant differences of opinion is given.

I. DISTRIBUTION OF RESPONDENTS ACCORDING TO BACKGROUND VARIABLES

The bases for the analysis of the educators' opinions were their background data variables as indicated by Part A of the questionnaire. The responses were analyzed in terms of each variable subdivided dichotomously. Tables I to VIII show the distribution of the respondents in terms of each of the background variables. The data of the tables are discussed below.

Variable 1: Position. Table I indicates that of the total of 172 respondents, 105 were teachers and 67 were principals. The table also shows that questionnaires were distributed to a total of 188 educators, which means that 91.5 per cent of the questionnaires were completed and returned to the investigator.

The total number of respondents for the remaining 7 background variables was 108. This number is accounted for in this way: since only those respondents who actually taught grade IX social studies were included, sixty-four principals were eliminated. The responses of

3 principals who had also taught grade IX social studies in their schools were included, making the total of 108.

TABLE I

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND
VARIABLE 1: POSITION

Position	Total Respondents	Total Possible	Not Returned
Teachers	105	118	13
Principals	67	70	3
Totals	172	188	16

Variable 2: Sex. Table II shows that 65 teachers were male and 43 were female.

TABLE II

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND
VARIABLE 2: SEX

Sex	Number of Respondents
Male	65
Female	43
Total	108

Variable 3: Number of years of teacher training. Table III shows that 22 or just over one-fifth of the teachers had less than 4 years of training. Eighty-six teachers had at least degree-level training.

Variable 4: Whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations. The data of Table IV show that 58 of the responding teachers had classes which wrote the June 1969 Departmental examinations , while the classes of the other 50 teachers did not write.

TABLE III

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND VARIABLE 3: NUMBER OF YEARS OF TEACHER TRAINING

Years of Training	Number of Respondents
1-3 years	22
4-more years	86
Total	108

TABLE IV

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND VARIABLE 4: WHETHER OR NOT TEACHERS' CLASSES WROTE THE JUNE 1969 GRADE IX DEPARTMENTAL EXAMINATIONS

Classes Writing	Number of Respondents
Yes	58
No	50
Total	108

Variable 5: Number of years of teaching experience. Table V indicates that 56 teachers had 1 to 5 years of teaching experience, while 52 teachers had 6 or more years.

TABLE V

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND VARIABLE 5: NUMBER OF YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Number of Respondents
1-5 years	56
6-more years	52
Total	108

Variable 6: Number of years of teaching experience in grade IX social studies. Table VI indicates that 45 teachers had 1 or 2 years of teaching experience in grade IX social studies while 63 teachers had 3 or more years.

TABLE VI

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND VARIABLE 6: NUMBER OF YEARS OF TEACHING EXPERIENCE IN GRADE IX SOCIAL STUDIES

Years of Teaching Experience in Grade IX Social Studies	Number of Respondents
1-2 years	45
3-more years	63
Total	108

Variable 7: Number of junior high classes in school. The data of Table VII show that 53 teachers taught in schools with 1 to 12 junior high classes while the other 55 teachers taught in schools with 13 or more classes.

TABLE VII

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND
VARIABLE 7: NUMBER OF JUNIOR HIGH CLASSES IN SCHOOL

Number of Junior High Classes	Number of Respondents
1-12 classes	53
13-more classes	55
Total	108

Variable 8: Employing school board. Table VIII indicates that exactly two-thirds, or 72, of the teachers were employed by the Edmonton Public School Board and one-third, or 36 teachers taught for the Edmonton Separate School Board.

TABLE VIII

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO BACKGROUND
VARIABLE 8: EMPLOYING SCHOOL BOARD

School Board	Number of Respondents
Public	72
Separate	36
Total	108

II. THE FINDINGS FOR EACH ITEM

The findings for each of the study's three basic questions are presented in this section. Tables IX to LXIV indicate the extent of the respondents' agreement or disagreement with each item of the questionnaire in terms of numbers and percentages. The symbol (*) denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses. The final column of each of these tables answers the last part of each of the three basic questions, dealing with significant differences of opinion. For each item, the exact probability values (that differences are due to chance) on the basis of each of the variables, are given. The symbol (**) denotes a χ^2 value significant at the .05 level.

Basic Question 1

To what extent do the opinions of the educators indicate agreement or disagreement with the elimination of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?

Item 1. Table IX, which summarizes the responses to item 1 of the questionnaire, shows that 68.0 per cent of the total group of educators agreed, 18.6 per cent disagreed, and 13.4 per cent were uncertain as to whether "the grade IX social studies Departmental examination should be completely eliminated." The corresponding figures for the teachers were 66.7 per cent agreeing, 18.5 per cent disagreeing, and 14.8 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses.

A significant difference of opinion was found to exist on the basis of background variable 4 (whether or not the teachers' classes

TABLE IX

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 1)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)	
		Agree	Uncertain	Disagree	Total	Agree	Uncertain		
1. Position	Teachers	70	16	19	105	66.7*	15.2	18.1	61.0
	Principals	47	7	13	67	70.1*	10.4	19.4	39.0
	Totals	117	23	32	172	68.0*	13.4	18.6	100.0
2. Sex	Male	42	7	16	65	64.6*	10.8	24.6	60.2
	Female	30	9	4	43	69.8**	20.9	9.3	39.8
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0
3. Years of Training	1-3 years	15	5	2	22	68.2*	22.7	9.1	20.4
	4-more years	57	11	18	86	66.2*	12.8	20.9	28.60
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0
4. Classes Writing	Yes	31	13	14	58	53.4*	22.4	24.1	53.7
	No	41	3	6	50	82.0*	6.0	12.0	46.3
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0
5. Years Experience	1-5 years	38	10	8	56	67.9*	17.9	14.3	51.9
	6-more years	34	6	12	52	65.4*	11.5	23.1	49.1
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0
6. Years Experience	1-2 years	31	5	9	45	68.9*	11.1	20.0	41.7
	2-more years	41	11	11	63	65.1*	17.5	17.5	58.3
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0
7. Classes of School	1-12 classes	31	10	12	53	58.5*	18.9	22.6	49.1
	13-more classes	41	6	8	55	74.5*	10.9	14.5	50.9
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0
8. School Board	Public	49	8	15	72	68.1*	11.1	20.8	66.7
	Separate	23	8	5	36	63.9*	22.2	13.9	33.3
	Totals	72	16	20	108	66.7*	14.8	18.5	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

wrote the June 1969 grade IX Departmental examinations). A greater percentage of the teachers whose classes were exempted from writing the June 1969 Departmental examinations, as compared to the teachers whose classes wrote the examination, agreed that the Departmental examination in grade IX should be completely eliminated.

Basic Question 2

To what extent do the opinions of the educators indicate agreement or disagreement with the stated advantages and disadvantages of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?

Item 2. Table X¹ shows that 78.4 per cent of the total group of educators agreed, 16.4 per cent disagreed, and 5.3 per cent were uncertain as to whether "the Departmental examination determines what teachers teach." The corresponding figures for the teachers were 81.3 per cent agreeing, 14.0 per cent disagreeing, and 4.7 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both instances.

No significant differences of opinion were found for any of the background variables.

Item 3. Table XI on page 55 indicates that 68.0 per cent of all the responding educators disagreed, 16.8 per cent agreed, and 18.5 per cent were uncertain as to whether "removal of the Departmental examination will lower standards of student achievement." The corresponding

¹It should be noted that the total number of respondents for this item, and for some of the items following, is less than the maximum possible of 172 for variable 1, and 108 for variables 2 to 8. This is the result of omission of responses to some items by a few respondents.

TABLE X

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 2)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain		
1. Position	Teachers	85	4	15	104	81.7*	3.8	14.4	60.8
	Principals	49	5	13	67	73.1*	7.5	19.4	39.2
	Totals	134	9	28	171	78.4*	5.3	16.4	100.0
2. Sex	Male	48	4	12	64	75.0*	6.2	18.8	59.8
	Female	39	1	3	43	90.7*	2.3	7.0	40.2
	Totals	87	5	15	107	81.3*	4.7	14.0	100.0
3. Years of Training	1-3 years	18	0	3	21	85.7*	0.0	14.3	19.6
	4-more years	69	5	12	86	80.2*	5.8	14.0	80.4
	Totals	87	5	15	107	81.3*	4.7	14.0	100.0
4. Classes Writing	Yes	44	2	11	57	77.2*	3.5	19.3	53.3
	No	43	3	4	50	86.0*	6.0	8.0	46.7
	Totals	87	5	15	107	81.3*	4.7	14.0	100.0
5. Years Experience	1-5 years	46	2	8	56	82.1*	3.6	14.3	52.3
	6-more years	41	3	7	51	80.4*	5.9	13.7	47.7
	Totals	87	5	15	107	81.3*	4.7	14.0	100.0
6. Years Experience	1-2 years	36	3	6	45	80.0*	6.7	13.3	42.1
	3-more years	51	2	9	62	82.3*	3.2	14.5	57.9
	Gr. IX S.S. Totals	87	5	15	107	81.3*	4.7	14.0	100.0
7. Classes of Junior High	1-12 classes	41	2	9	52	78.8*	3.8	17.3	48.6
	13-more classes	46	3	6	55	83.6*	5.5	10.9	51.4
	Totals	87	5	15	107	81.3*	4.7	14.0	100.0
8. School Board	Public	60	3	9	72	83.3*	4.2	12.5	67.3
	Separate	27	2	6	35	77.1*	5.7	17.1	32.7
	Totals	87	5	15	107	81.3*	4.7	14.0	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XI

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 3)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			p (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	Totals
1. Position	Teachers	19	13	73	105	18.1*	12.4	69.5	61.0
	Principals	10	13	44	67	14.9*	19.4	65.7	39.0
	Totals	29	26	117	172	16.8*	18.5	68.0	100.0
2. Sex	Male	14	8	43	65	21.5*	12.3	66.2	60.2
	Female	6	5	32	43	14.0*	11.6	74.4	39.8
	Totals	20	13	75	108	18.5*	12.0	69.4	100.0
3. Years of Training	1-3 years	3	3	16	22	13.6*	13.6	72.7	20.4
	4-more years	17	10	59	86	19.8*	11.6	68.6	79.6
	Totals	20	13	75	108	18.5*	12.0	69.4	100.0
4. Classes Writing	Yes	14	9	35	58	24.1*	15.5	60.3	53.7
	No	6	4	40	50	12.0*	8.0	80.0	46.3
	Totals	20	13	75	108	18.5*	12.0	69.4	100.0
5. Years Experience	1-5 years	8	5	43	56	14.3*	8.9	76.8	51.9
	6-more years	12	8	32	52	23.1*	15.4	61.5	48.1
	Totals	20	13	75	108	18.5*	12.0	69.4	100.0
6. Years Experience	1-2 years	7	4	34	45	15.6*	8.9	75.6	41.7
	2-more years	13	9	41	63	20.6*	14.3	65.1	58.3
	Gr. IX S.S.	20	13	75	108	18.5*	12.0	69.4	100.0
7. Classes of Junior	1-12 classes	11	11	31	52	20.8*	20.8	58.5	49.1
	13-more classes	9	2	44	55	16.4*	3.6	80.0	50.9
	Totals	20	13	75	108	18.5*	12.0	69.4	100.0
8. School Board	Public	15	4	53	72	20.8*	5.6	73.6	66.7
	Separate	5	9	22	36	13.9*	25.0	61.1	33.3
	Totals	20	13	75	108	18.5*	12.0	69.4	100.0

*denotes a significant difference, at the .05 level, between the percentages of "Agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

figures for the teachers were 69.4 per cent disagreeing, 18.5 per cent agreeing, and 12.0 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both cases.

Significant differences of teacher opinion were found to exist for background variables 7 (number of junior high classes in school) and 8 (employing school board). For variable 7, a greater proportion of the teachers from the larger schools (13 or more classes), as compared to the teachers from the smaller schools (1 to 12 classes), disagreed with the item. The most noticeable difference for variable 8 was the greater percentage of "uncertain" responses by the Separate, as compared to the Public, school teachers.

Item 4. The data of Table XII show that 46.5 per cent of all the responding educators disagreed, 30.8 per cent agreed, and 22.7 per cent were uncertain as to whether "the Departmental examination is a useful means of self-evaluation for teachers." The corresponding figures for the teachers were 53.7 per cent disagreeing, 26.9 per cent agreeing, and 19.4 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both instances.

Significant differences of opinion were found to exist on the basis of background variables 1 (position) and 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations). For variable 1, a greater percentage of the teachers, as compared to the principals, disagreed with the item. For variable 4, a larger percentage of the teachers whose classes were exempted from

TABLE XII

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 4)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			p (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	
1. Position	Teachers	28	20	57	105	26.7*	19.0	54.3	61.0
	Principals	25	19	23	67	37.3	28.4	34.3	39.0
	Totals	53	39	80	108	30.8*	22.7	46.5	100.0
2. Sex	Male	22	11	32	65	33.8	16.9	49.2	60.2
	Female	7	10	26	43	16.3*	23.3	60.5	39.8
	Totals	29	21	58	108	26.9*	19.4	53.7	100.0
3. Years of Training	1-3 years	8	4	10	22	36.4	18.2	45.5	20.4
	4-more years	21	17	48	86	24.4*	19.8	55.8	79.6
	Totals	29	21	58	108	26.9*	19.4	53.7	100.0
4. Classes Writing	Yes	21	12	25	58	36.2	20.7	43.1	53.7
	No	8	9	33	50	16.0	18.0	66.0	46.3
	Totals	29	21	58	108	26.9*	19.4	53.7	100.0
5. Years Experience	1-5 years	14	12	30	56	25.0*	21.4	53.6	51.9
	6-more years	15	9	28	52	28.8*	17.3	53.8	48.1
	Totals	29	21	58	108	26.9*	19.4	53.7	100.0
6. Years Experience	1-2 years	14	9	22	45	31.1	20.0	48.9	64.8
	3-more years	15	12	36	63	23.8*	19.0	57.1	58.3
	Gr. IX S.S.	29	21	58	108	26.9*	19.4	53.7	100.0
7. Classes of Junior High	1-12 years	15	9	29	53	28.3*	17.0	54.7	49.1
	13-more years	14	12	29	55	25.5*	21.8	52.7	50.9
	Totals	29	21	58	108	26.9*	19.4	53.7	100.0
8. School Board	Public	18	13	41	72	25.0*	18.1	56.9	66.7
	Separate	11	8	17	36	30.6	22.2	47.2	33.3
	Totals	29	21	58	108	26.9*	19.4	53.7	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

writing the June 1969 Departmental examinations, as compared with the teachers whose classes wrote the examination, disagreed with the item.

Item 5. Table XIII indicates that 72.7 per cent of the total group of educators agreed, 18.6 per cent disagreed, and 8.7 per cent were uncertain as to whether "the Departmental examination provides a form of motivation for students." The corresponding figures for the teachers were 76.9 per cent agreeing, 13.9 per cent disagreeing, and 9.3 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both instances.

No significant differences of opinion were found to exist for any of the background variables.

Item 6. The data of Table XIV, page 60, reveal that 48.5 per cent of all the educators disagreed, 36.7 per cent agreed, and 14.8 per cent were uncertain as to whether "with respect to evaluation of students, the Departmental examination is a time-saving aid for teachers." The corresponding figures for the teachers were 48.1 per cent disagreeing, 35.8 per cent agreeing, and 16.0 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was not significant in either case.

No significant differences of opinion were found to exist for any of the background variables.

Item 7. Table XV, page 61, indicates that the vast majority--81.7 per cent--of all the educators disagreed, 7.7 per cent agreed, and 10.7 per cent were uncertain as to whether "elimination of the Depart-

TABLE XIII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 5)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)		
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	Totals	
1. Position	Teachers	80	10	15	105	76.2*	9.5	14.3	61.0	<u>.1863</u>
	Principals	45	5	17	67	67.2*	7.5	25.4	39.0	
	Totals	125	15	32	172	72.7*	8.7	18.6	100.0	
2. Sex	Male	51	7	7	65	78.5*	10.8	10.8	60.2	<u>.4491</u>
	Female	32	3	8	43	74.4*	7.0	18.6	39.8	
	Totals	83	10	15	108	76.9*	9.2	13.9	100.0	
3. Years of Training	1-3 years	15	2	5	22	68.2*	9.1	22.7	20.4	<u>.4015</u>
	4-more years	68	8	10	86	79.1*	9.2	11.6	79.6	
	Totals	83	10	15	108	76.9*	9.2	13.9	100.0	
4. Classes Writing	Yes	49	3	6	58	84.5*	5.2	10.3	53.0	<u>.1140</u>
	No	34	7	9	50	68.0*	14.0	18.0	46.3	
	Totals	83	10	15	108	76.9*	9.3	13.9	100.0	
5. Years Experience	1-5 years	46	3	7	56	82.1*	5.4	12.5	51.9	<u>.2868</u>
	6-more years	37	7	8	52	71.2*	13.5	15.4	48.1	
	Totals	83	10	15	108	76.9*	9.3	13.9	100.0	
6. Years Experience	1-2 years	38	5	2	45	84.4*	11.1	4.4	41.7	<u>.0545</u>
	3-more years	45	5	13	63	71.4*	7.9	20.6	58.3	
	Gr. IX S.S.	83	10	15	108	76.9*	9.3	13.9	100.0	
7. Classes of Junior	1-12 classes	43	5	5	53	81.1*	9.4	9.4	49.1	<u>.4192</u>
	13-more classes	40	5	10	55	72.7*	9.1	18.2	50.9	
	Totals	83	10	15	108	76.9*	9.3	13.9	100.0	
8. School Board	Public	53	8	11	72	73.6*	11.1	15.3	66.7	<u>.4977</u>
	Separate	30	2	4	36	83.3*	5.6	11.1	33.2	
	Totals	83	10	15	108	76.9*	9.3	13.9	100.0	

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XIV

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 6)

BACKGROUND VARIABLES	NUMBERS			PERCENTAGES			P (χ^2)		
	Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree		
1. Position	Teachers	36	16	51	103	35.0	15.5	49.5	60.9
	Principals	26	9	31	66	39.4	13.6	47.0	39.1
	Totals	62	25	82	169	36.7	14.8	48.5	100.0
2. Sex	Male	27	11	26	64	42.2	17.2	40.6	60.4
	Female	11	6	25	42	26.2*	14.3	59.5	39.6
	Totals	38	17	51	106	35.8	16.0	48.1	100.0
3. Years of Training	1-3 years	7	4	10	21	33.3	19.0	47.6	19.8
	4-more years	31	13	41	85	36.5	15.3	48.2	80.2
	Totals	38	17	51	106	35.8	16.0	48.1	100.0
4. Classes Writing	Yes	20	10	26	56	35.7	17.9	46.4	52.8
	No	18	7	25	50	36.0	14.0	50.0	47.2
	Totals	38	17	51	106	35.8	16.0	48.1	100.0
5. Years Experience	1-5 years	18	9	27	54	33.3	16.7	50.0	50.9
	6-more years	20	8	24	52	38.5	15.4	46.2	49.1
	Totals	38	17	51	106	35.8	16.0	48.1	100.0
6. Years Experience	1-2 years	12	8	23	43	27.9	18.6	53.5	40.6
	3-more years	26	9	28	63	41.3	14.3	44.4	59.4
	Gr. IX S.S.	Totals	38	17	51	106	35.8	16.0	48.1
7. Classes of Junior High	1-12 classes	18	7	27	52	34.6	13.5	51.9	49.1
	13-more classes	20	10	24	54	37.0	18.5	44.4	50.9
	Totals	38	17	51	106	35.8	16.0	48.1	100.0
8. School Board	Public	26	11	34	71	36.6	15.5	47.9	67.0
	Separate	12	6	17	35	34.3	17.1	48.6	33.0
	Totals	38	17	51	106	35.8	16.0	48.1	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XV
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 7)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain		
1. Position	Teachers	3	8	92	103	2.9*	7.8	89.3	60.9
	Principals	10	10	46	66	15.2*	15.2	69.7	39.1
	Totals	13	18	138	169	7.7*	10.7	81.7	100.0
2. Sex	Male	3	8	53	64	4.7*	12.5	82.8	60.4
	Female	0	1	41	42	0.0*	2.4	97.6	39.6
	Totals	3	9	94	106	2.8*	8.5	88.7	100.0
3. Years of Training	1-3 years	2	2	17	21	9.5*	9.5	81.0	19.8
	4-more years	1	7	77	85	1.2*	8.2	90.6	80.2
	Totals	3	9	94	106	2.8*	8.5	88.7	100.0
4. Classes Writing	Yes	3	6	47	56	5.4*	10.7	83.9	52.8
	No	0	3	47	50	0.0*	6.0	94.0	47.2
	Totals	3	9	94	106	2.8*	8.5	88.7	100.0
5. Years Experience	1-5 years	2	3	49	54	3.7*	5.6	90.7	50.9
	6-more years	1	6	45	52	1.9*	11.5	86.5	49.1
	Totals	3	9	94	106	2.8*	8.5	88.7	100.0
6. Years Experience	1-2 years	1	2	40	43	2.3*	4.7	93.0	40.6
	3-more years	2	7	54	63	3.2*	11.1	85.7	59.4
	Gr. IX S.S.	3	9	94	106	2.8*	8.5	88.7	100.0
7. Classes of Junior High	1-12 classes	3	7	42	52	5.8*	13.5	80.8	49.1
	13-more classes	0	2	52	54	0.0*	3.7	96.3	50.9
	Totals	3	9	94	106	2.8*	8.5	88.7	100.0
8. School Board	Public	1	3	67	71	1.4*	4.2	94.4	67.0
	Separate	2	6	27	35	5.7*	17.1	77.1	33.0
	Totals	3	9	94	106	2.8*	8.5	88.7	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

mental examination will decrease the time teachers spend in preparation of lessons." The corresponding figures for the teachers were 88.7 per cent disagreeing, 2.8 per cent agreeing, and 8.5 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both instances.

Significant differences of opinion were found to exist on the basis of background variables 1(position), 7 (number of junior high classes in school), and 8 (employing school board). For variable 1, a greater percentage of the teachers, as compared to the principals, disagreed with the item. For variable 7, a greater percentage of the teachers from the larger schools (13 or more classes), as compared to their colleagues in the smaller schools (1 to 12 classes), disagreed with the item. For variable 8, a greater percentage of the Public, as compared to the Separate, school teachers disagreed with the item, but also contributing to the significant difference of opinion for this variable was the larger percentage of "uncertain" responses by teachers from the Separate schools.

Item 8. Table XVI shows that 49.1 per cent of the total group of educators agreed, 40.8 per cent disagreed, and 10.1 per cent were uncertain as to whether "the Departmental examination discourages oral expression and communication in the classroom." The corresponding figures for the teachers were 47.2 per cent agreeing, 42.5 per cent disagreeing, and 10.4 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was not significant in either case.

Significant differences of opinion were found to exist on the

TABLE XVI
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 8)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	49	11	43	103	47.6	10.7	41.7
	Principals	34	6	26	66	51.5	9.1	39.4
	Totals	83	17	69	169	49.1	10.1	40.8
2. Sex	Male	29	7	28	64	45.3	10.9	43.8
	Female	21	4	17	42	50.0	9.5	40.5
	Totals	50	11	45	106	47.2	10.4	42.5
3. Years of Training	1-3 years	9	2	10	21	42.9	9.5	47.6
	4-more years	41	9	35	85	48.2	10.6	41.2
	Totals	50	11	45	106	47.2	10.4	42.5
4. Classes Writing	Yes	24	5	27	56	42.9	8.9	48.2
	No	26	6	18	50	52.0	12.0	36.0
	Totals	50	11	45	106	47.2	10.4	42.5
5. Years Experience	1-5 years	28	9	17	54	51.9	16.7	31.5
	6-more years	22	2	28	52	42.3	3.8	53.8
	Totals	50	11	45	106	47.2	10.4	42.5
6. Years Experience	1-2 years	16	8	19	43	37.2	18.6	44.2
	3-more years	34	3	26	63	54.0	4.8	41.3
	Totals	50	11	45	106	47.2	10.4	42.5
7. Classes Junior	Gr. IX S.S.	50	11	45	106	47.2	10.4	42.5
	1-12 classes	22	4	26	52	42.3	7.7	50.0
	13-more classes	28	7	19	54	51.9	13.0	35.2
8. School Board	Totals	50	11	45	106	47.2	10.4	42.5
	Public	32	8	31	71	45.1	11.3	43.7
	Separate	18	3	14	35	51.4	8.6	40.0
	Totals	50	11	45	106	47.2	10.4	42.5

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

basis of background variables 5 (number of years of teaching experience) and 6 (number of years of teaching experience in grade IX social studies). For variable 5, a larger proportion of the teachers with 6 or more years of teaching experience, as compared to the teachers with 1 to 5 years of experience, disagreed with the item. For variable 6, a greater percentage of the teachers with 3 or more years of teaching experience in grade IX social studies, as compared to those with 1 or 2 years of such experience, agreed with the item; also, a greater percentage of teachers with 1 or 2 years of teaching experience in grade IX social studies expressed uncertainty.

Item 9. The data of Table XVII show that 53.8 per cent of all the educators agreed, 32.6 per cent disagreed, and 14.2 per cent were uncertain as to whether "evaluation by the Departmental examination is more impartial than evaluation by teachers." The corresponding figures for the teachers were 54.7 per cent agreeing, 30.2 per cent disagreeing, and 15.1 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both cases.

No significant differences of opinion were found to exist on the basis of each of the background variables.

Item 10. Table XVIII, page 66, indicates that 63.3 per cent of the teachers and principals combined disagreed, 21.3 per cent agreed, and 15.4 per cent were uncertain as to whether "the Departmental examination provides a necessary comparison of students' achievement in different parts of the Province." The corresponding figures for the teachers were 64.2 per cent disagreeing, 20.8 per cent agreeing, and

TABLE XVII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 9)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Total	Agree	Uncertain		
1. Position	Teachers	57	15	31	103	55.3*	14.6	30.1	60.9
	Principals	34	9	23	66	51.5	13.6	24.8	39.1
	Totals	91	24	54	169	53.8**	14.2	32.6	100.0
2. Sex	Male	34	11	19	64	53.1*	17.2	29.7	60.4
	Female	24	5	13	42	57.1	11.9	31.0	39.6
	Totals	58	16	32	106	54.7*	15.1	30.2	100.0
3. Years of Training	1-3 years	14	1	6	21	66.7	4.8	28.6	19.8
	4-more years	44	15	26	85	51.8*	17.6	30.6	80.2
	Totals	58	16	32	106	54.7*	15.1	30.2	100.0
4. Classes Writing	Yes	31	8	17	56	55.4*	14.3	30.4	52.8
	No	27	8	15	50	54.0	16.0	30.0	47.2
	Totals	58	16	32	106	54.7*	15.1	30.2	100.0
5. Years Experience	1-5 years	32	5	17	54	59.3	9.3	31.5	50.9
	6-more years	26	11	15	52	50.0	21.2	28.8	49.1
	Totals	58	16	32	106	54.7*	15.1	30.2	100.0
6. Years Experience	1-2 years	22	7	14	43	51.2	16.3	32.6	40.6
	3-more years	36	9	18	63	57.1*	14.3	28.6	59.4
	Gr. IX S.S.	58	16	32	106	54.7*	15.1	30.2	100.0
7. Classes of Junior	1-12 classes	29	7	16	52	55.8	13.5	30.8	49.1
	13-more classes	29	9	16	54	53.7	16.7	29.6	50.9
	Totals	58	16	32	106	54.7*	15.1	30.2	100.0
8. School Board	Public	40	11	20	71	56.3*	15.5	28.2	67.0
	Separate	18	5	12	35	51.4	14.3	34.3	33.0
	Totals	58	16	32	106	54.7*	15.1	30.2	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XVIII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 10)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	20	15	68	103	19.4*	14.6	60.9
	Principals	16	11	39	66	24.2*	16.7	39.1
	<u>Totals</u>	<u>36</u>	<u>26</u>	<u>107</u>	<u>169</u>	<u>21.3*</u>	<u>15.4</u>	<u>63.3</u>
								<u>100.0</u>
2. Sex	Male	15	10	39	64	23.4*	15.6	60.4
	Female	7	6	29	42	16.7*	14.3	39.6
	<u>Totals</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>
3. Years of Training	1-3 years	4	3	14	21	19.0*	14.3	66.7
	4-more years	18	13	54	85	21.2*	15.3	63.5
	<u>Totals</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>
4. Classes Writing	Yes	15	12	29	56	26.8*	21.4	51.8
	No	7	4	39	50	14.0*	8.0	78.0
	<u>Totals</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>
5. Years Experience	1-5 years	7	9	38	54	13.0*	16.7	70.4
	6-more years	15	7	30	52	28.8*	13.5	57.7
	<u>Totals</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>
6. Years Experience	1-2 years	5	7	31	43	11.6*	16.3	72.1
	3-more years	17	9	37	63	27.0*	14.3	58.7
	<u>Gr. IX S.S.</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>
7. Classes of Junior High	1-12 classes	13	10	29	52	25.0*	19.2	55.8
	13-more classes	9	6	39	54	16.7*	11.1	72.2
	<u>Totals</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>
8. School Board	Public	14	7	50	71	19.7*	9.9	70.4
	Separate	8	9	18	35	22.9*	25.7	51.4
	<u>Totals</u>	<u>22</u>	<u>16</u>	<u>68</u>	<u>106</u>	<u>20.8*</u>	<u>15.1</u>	<u>64.2</u>
								<u>100.0</u>

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level

15.1 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was found to be significant in both instances.

A significant difference in teacher opinion was found to exist on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations). A greater percentage of the teachers whose classes opted out of the Departmental examinations, as compared to the teachers whose classes wrote the examinations, disagreed with the item.

Item 11. Table XIX shows that 71.0 per cent of the total group of educators agreed, 5.9 per cent disagreed, and 23.1 per cent were uncertain as to whether "removal of the Departmental examination will result in an enriched social studies program." The corresponding figures for the teachers were 70.8 per cent agreeing, 6.6 per cent disagreeing, and 22.6 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both instances.

Significant differences of opinion were found to exist between teachers' opinions on the basis of background variables 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations) and 5 (number of years of teaching experience). For variable 4, a greater percentage of teachers whose classes were exempted from writing the examination, as compared with those whose classes wrote, agreed with the item. For variable 5, it appears that the significant difference in opinion is largely attributable to the greater percentage of teachers with 6 or more years of teaching experience, as compared to

TABLE XIX

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 11)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			$p(\chi^2)$	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain		
1. Position	Teachers	74	22	7	103	71.8*	21.4	6.8	60.9
	Principals	46	17	3	66	69.7*	25.8	4.5	39.1
	<u>Totals</u>	120	39	10	169	71.0*	23.1	5.9	100.0
2. Sex	Male	44	16	4	64	68.8*	25.0	6.2	60.4
	Female	31	8	3	42	73.8*	19.0	7.1	39.6
	<u>Totals</u>	75	24	7	106	70.8*	22.6	6.6	100.0
3. Years of Training	1-3 years	18	2	1	21	85.7*	9.5	4.8	19.8
	4-more years	57	22	6	85	67.1*	25.9	7.1	80.2
	<u>Totals</u>	75	24	7	106	70.8*	22.6	6.6	100.0
4. Classes Writing	Yes	34	16	6	56	60.7*	28.6	10.7	52.8
	No	41	8	1	50	82.0*	16.0	2.0	47.2
	<u>Totals</u>	75	24	7	106	70.8*	22.6	6.6	100.0
5. Years Experience	1-5 years	42	7	5	54	77.8*	13.0	9.3	50.9
	6-more years	33	17	2	52	63.5*	32.7	3.8	49.1
	<u>Totals</u>	75	24	7	106	70.8*	22.6	6.6	100.0
6. Years Experience	1-2 years	32	7	4	43	74.4*	16.3	9.3	40.6
	3-more years	43	17	3	63	68.3*	27.0	4.8	59.4
	<u>Gr. IX S.S.</u>	75	24	7	106	70.8*	22.6	6.6	100.0
7. Classes of Junior	1-12 classes	33	15	4	52	63.5*	28.8	7.7	49.1
	13-more classes	42	9	3	54	77.8*	16.7	5.6	50.9
	<u>Totals</u>	75	24	7	106	70.8*	22.6	6.6	100.0
8. School Board	Public	50	14	7	71	70.4*	19.7	9.9	67.0
	Separate	25	10	0	35	71.4*	28.6	0.0	33.0
	<u>Totals</u>	75	24	7	106	70.8*	22.6	6.6	100.0

*denotes a significant difference, at the .05 level, between the percentages of "Agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

teachers with 1 to 5 years of teaching experience, who were uncertain.

Item 12. Table XX reveals that 49.7 per cent of all the educators disagreed, 29.0 per cent agreed, and 21.3 per cent were uncertain as to whether "the Departmental examination is valuable as a means of preparing students for a competitive society." The corresponding figures for the teachers were 50.9 per cent disagreeing, 27.4 per cent agreeing, and 21.7 per cent indicating uncertainty. In both cases, the difference between the percentages of "agree" and "disagree" responses was significant.

No significant differences of opinion were found for any of the background variables.

Item 13. The data of Table XXI, page 71, indicate that 74.0 per cent of all the educators agreed, 13.6 per cent disagreed, and 12.4 per cent were uncertain as to whether "the marks obtained by students through teacher evaluation alone should be sufficient in determining their final grades." The corresponding figures for the teachers were 76.4 per cent agreeing, 11.3 per cent disagreeing, and 12.3 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was significant in both cases.

A significant difference of opinion was found to exist on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examination). A larger proportion of teachers whose classes were exempted from writing the examinations, as compared to teachers whose classes wrote, agreed with the item.

TABLE XX

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 12)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	28	22	53	103	27.2*	21.4	51.5
	Principals	21	14	21	66	31.8	21.2	47.0
	Totals	49	36	84	169	29.0*	21.3	49.7
2. Sex	Male	20	14	30	64	31.3	21.9	46.9
	Female	9	9	24	42	21.4*	21.4	57.1
	Totals	29	23	54	106	27.4*	21.7	50.9
3. Years of Training	1-3 years	3	6	12	21	14.3*	28.6	57.1
	4-more years	26	17	42	85	30.6	20.0	49.4
	Totals	29	23	54	106	27.4*	21.7	50.9
4. Classes Writing	Yes	16	13	27	56	28.6	23.2	48.2
	No	13	10	27	50	26.0*	20.0	54.0
	Totals	29	23	54	106	27.4*	21.7	50.9
5. Years Experience	1-5 years	10	15	29	54	18.5*	27.8	53.7
	6-more years	19	8	25	52	36.5	15.4	48.1
	Totals	29	23	54	106	27.4*	21.7	50.9
6. Years Experience	1-2 years	10	12	21	43	23.3*	27.9	48.8
	2-more years	19	11	33	63	30.2	17.5	52.4
	Gr. IX S.S.	Totals	29	23	54	106	27.4*	21.7
7. Classes of School	1-12 classes	18	12	22	52	34.6	23.1	42.3
	13-more classes	11	11	32	54	20.4*	20.4	59.3
	Totals	29	23	54	106	27.4*	21.7	50.9
8. Separate Board	Public	22	11	38	71	31.0*	15.5	53.5
	Separate	7	12	16	35	20.0	34.3	45.7
	Totals	29	23	54	106	27.4*	21.7	50.9

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXI
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 13)

		NUMBERS			PERCENTAGES			p (χ^2)	
BACKGROUND VARIABLES		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	Totals
1. Position	Teachers	80	11	12	103	77.7*	10.7	11.7	60.9
	Principals	45	10	11	66	68.2*	15.2	16.7	39.1
	Totals	125	21	23	169	74.0*	12.4	13.6	100.0
2. Sex	Male	50	8	6	64	78.1*	12.5	9.4	60.4
	Female	31	5	6	42	73.8*	11.9	14.3	32.6
	Totals	81	13	12	106	76.4*	12.3	11.3	100.0
3. Years of Training	1-3 years	18	1	2	21	85.7*	4.8	9.5	19.8
	4-more years	62	12	10	85	74.1*	14.1	11.8	80.2
	Totals	81	13	12	106	76.4*	12.3	11.3	100.0
4. Classes Writing	Yes	35	11	10	56	62.5*	19.6	17.9	52.8
	No	46	2	2	50	92.0*	4.0	4.0	47.2
	Totals	81	13	12	106	76.4*	12.3	11.3	100.0
5. Years Experience	1-5 years	43	4	7	54	79.6*	7.4	13.0	50.9
	6-more years	28	9	5	52	73.1*	17.3	9.6	49.1
	Totals	81	13	12	106	76.4*	12.3	11.3	100.0
6. Years Experience	1-2 years	33	6	4	43	76.7*	14.0	9.3	40.6
	3-more years	48	7	8	63	76.2*	11.1	12.7	59.4
	Gr. IX S.S.	81	13	12	106	76.4*	12.3	11.3	100.0
7. Classes of Junior High	1-12 classes	35	9	8	52	67.3*	17.3	15.4	49.1
	13-more classes	46	4	4	54	85.2*	7.4	7.4	50.9
	Totals	81	13	12	106	76.4*	12.3	11.3	100.0
8. School Board	Public	56	8	7	71	78.9*	11.3	9.9	67.0
	Separate	25	5	5	35	71.4*	14.3	14.3	33.0
	Totals	81	13	12	106	76.4*	12.3	11.3	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

Item 14. Table XXII shows that 33.3 per cent of the total group of educators agreed, 32.7 per cent disagreed, and 33.9 per cent were uncertain as to whether "the Departmental examinations of the past two years have over-emphasized factual content." The corresponding figures for the teachers were 29.6 per cent agreeing, 46.3 per cent disagreeing, and 24.1 per cent indicating uncertainty. While the difference between the percentages of "agree" and "disagree" responses was not significant for the total group of educators, it was significant for the teachers.

Significant differences of opinion were found to exist on the basis of background variables 1 (position), 4 (whether or not the teachers' classes wrote the June 1969 grade IX social studies Departmental examination), and 6 (number of years of teaching experience in grade IX social studies). For variable 1, a greater percentage of teachers, as compared to principals, disagreed with the item. For variable 4, a larger proportion of the teachers whose classes were exempted from writing the examination, as compared to the teachers whose classes wrote, agreed with the item. For variable 6, it appears that the significant difference is largely attributable to the greater percentage of teachers with 1 or 2 years of teaching experience in grade IX social studies, as compared to teachers with 3 or more years, who indicated uncertainty.

Item 15. Table XXIII on page 74 reveals that 58.5 per cent of all the responding educators agreed, 15.8 per cent disagreed, and 25.7 per cent were uncertain as to whether "the Departmental examinations of the past two years have over-emphasized objectively-scored items." The corresponding figures for the teachers were 57.4 per cent agreeing,

TABLE XXII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 14)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	31	26	48	105	29.5	24.8	45.7
	Principals	26	32	8	66	39.4*	48.5	12.1
	Totals	57	58	56	171	33.3	33.9	32.7
2. Sex	Male	19	15	31	65	29.2	23.1	47.7
	Female	13	11	19	42	30.2	25.6	44.2
	Totals	32	26	50	108	29.6*	24.1	46.3
3. Years of Training	1-3 years	6	7	9	22	27.3	31.8	40.9
	4-more years	26	19	41	86	30.2	22.1	47.7
	Totals	32	26	50	108	29.6*	24.1	46.3
4. Classes Writing	Yes	11	17	30	58	19.0*	29.3	51.7
	No	21	9	20	50	42.0	18.0	40.0
	Totals	32	26	50	108	29.6*	24.1	46.3
5. Years Experience	1-5 years	15	17	24	56	26.8	30.4	42.9
	6-more years	17	9	26	52	32.7	17.3	50.0
	Totals	32	26	50	108	29.6*	24.1	46.3
6. Years Experience	1-2 years	11	19	15	45	24.4	42.2	33.3
	3-more years	21	7	35	63	33.3	11.1	55.6
	Gr. IX S.S.	Totals	32	26	50	108	29.6*	24.1
7. Classes of Junior High	1-12 classes	13	12	28	53	24.5*	22.6	52.8
	13-more classes	19	14	22	55	34.5	25.5	40.0
	Totals	32	26	50	108	29.6*	24.1	46.3
8. School Board	Public	22	16	34	72	30.6	22.2	47.2
	Separate	10	10	16	36	27.8	27.8	44.4
	Totals	32	26	50	108	29.6*	24.1	46.3

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXIII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 15)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	61	23	21	105	58.1*	21.9	20.0
	Principals	39	21	6	66	59.1*	31.8	9.1
	Totals	100	44	27	171	58.5*	25.7	15.8
2. Sex	Male	38	12	15	65	58.5*	18.5	23.1
	Female	24	12	7	43	55.8*	27.9	16.3
	Totals	62	24	22	108	57.4*	22.2	20.4
3. Years of Training	1-3 years	13	7	2	22	59.1*	31.8	9.1
	4-more years	49	17	20	86	57.0*	19.8	23.3
	Totals	62	24	22	108	57.4*	22.2	20.4
4. Classes Writing	Yes	30	13	15	58	51.7*	22.4	25.9
	No	32	11	7	50	64.0*	22.0	14.0
	Totals	62	24	22	108	57.4*	22.2	20.4
5. Years Experience	1-5 years	27	15	14	56	48.2*	26.8	25.0
	6-more years	35	9	8	52	67.3*	17.3	15.4
	Totals	62	24	22	108	57.4*	22.2	20.4
6. Years Experience	1-2 years	19	15	11	45	42.2	33.3	24.4
	3-more years	43	9	11	63	68.3*	14.3	17.5
	Gr. IX S.S.	62	24	22	108	57.4*	22.2	20.4
7. Classes	1-12 classes	21	13	9	53	58.5*	24.5	17.0
	12-more classes	31	11	13	55	56.4*	20.0	23.6
	Totals	62	24	22	108	57.4*	22.2	20.4
8. School Board	Public	41	13	18	72	56.9*	18.1	25.0
	Separate	21	11	4	36	58.3*	30.6	11.1
	Totals	62	24	22	108	57.4*	22.2	20.4

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

20.4 per cent disagreeing, and 22.2 per cent indicating uncertainty. In both cases, the difference between the percentages of "agree" and "disagree" responses was significant.

A significant difference of opinion was found to exist between the teachers on the basis of background variable 6 (number of years of teaching experience in grade IX social studies). A greater percentage of teachers with 3 or more years of teaching experience in grade IX social studies, as compared to the teachers with 1 or 2 years of such experience, agreed with the item. Another important reason for this significant difference was the greater percentage of teachers with 1 or 2 years of teaching experience in grade IX social studies, as compared to teachers with 3 or more years of such experience, who were uncertain.

Item 16. Table XXIV shows that 62.0 per cent of all the educators agreed, 22.2 per cent disagreed, and 15.8 per cent were uncertain as to whether "the Departmental examination gives students a goal to work for." The corresponding figures for the teachers were 66.7 per cent agreeing, 17.6 per cent disagreeing, and 15.7 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was significant in both instances.

No significant differences of opinion were found to exist for any of the background variables.

Item 17. Table XXV, page 77, shows that 84.8 per cent of the total group of educators agreed, 9.4 per cent disagreed, and 5.8 per cent were uncertain as to whether "the Departmental examination creates, for the teacher and his students, an atmosphere pre-occupied with examination success." The corresponding figures for the teachers were 85.2

TABLE XXIV
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 16)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
1. Position	Teachers	70	16	19	105	66.7*	15.2	18.1	61.4
	Principals	36	11	19	66	54.5*	16.7	28.8	38.6
	Totals	106	27	38	171	62.0*	15.8	22.2	100.0
2. Sex	Male	43	13	9	65	66.2*	20.0	13.8	60.2
	Female	29	4	10	43	67.4*	9.3	23.3	39.8
	Totals	72	17	19	108	66.7*	15.7	17.6	100.0
3. Years of Training	1-3 years	15	3	4	22	68.2*	13.6	18.2	20.4
	4-more years	57	14	15	86	66.3*	16.3	17.4	79.6
	Totals	72	17	19	108	66.7*	15.7	17.6	100.0
4. Classes Writing	Yes	43	8	7	58	74.1*	13.8	12.1	53.7
	No	29	9	12	50	58.0*	18.0	24.0	46.3
	Totals	72	17	19	108	66.7*	15.7	17.6	100.0
5. Years Experience	1-5 years	39	7	10	56	69.6*	12.5	17.9	51.9
	6-more years	33	10	9	52	63.5*	19.2	17.3	48.1
	Totals	72	17	19	108	66.7*	15.7	17.6	100.0
6. Years Experience	1-2 years	33	7	5	45	73.3*	15.6	11.1	41.7
	3-more years	39	10	14	63	61.9*	15.9	22.2	58.3
	Gr. IX S.S.	Totals	72	17	19	108	66.7*	15.7	17.6
7. Classes	1-12 classes	36	11	6	53	67.9*	20.8	11.3	49.1
	13-more classes	36	6	13	55	65.5*	10.9	23.6	50.9
	Totals	72	17	19	108	66.7*	15.7	17.6	100.0
8. School Board	Public	48	9	15	72	66.7*	12.5	20.8	66.7
	Separate	24	8	4	36	66.7*	22.2	11.1	33.3
	Totals	72	17	19	108	66.7*	15.7	17.6	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXV
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 17)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	Totals
1. Position	Teachers	91	3	11	105	86.7*	2.9	10.5	61.4
	Principals	54	7	5	66	81.8**	10.6	7.6	38.6
	Totals	145	10	16	171	84.8**	5.8	9.4	100.0
2. Sex	Male	55	3	7	65	84.6**	4.6	10.8	60.2
	Female	37	2	4	43	86.0**	4.7	9.3	39.8
	Totals	92	5	11	108	85.2**	4.6	10.2	100.0
3. Years of Training	1-3 years	20	0	2	22	90.9*	0.0	9.1	20.4
	4-more years	72	5	9	86	83.7*	5.8	10.5	79.6
	Totals	92	5	11	108	85.2**	4.6	10.2	100.0
4. Classes Writing	Yes	45	5	8	58	77.6**	8.6	13.8	53.7
	No	47	0	3	50	94.0**	0.0	6.0	46.3
	Totals	92	5	11	108	85.2**	4.6	10.2	100.0
5. Years Experience	1-5 years	48	3	5	56	85.7*	5.4	8.9	51.9
	6-more years	44	2	6	52	84.6*	3.8	11.5	48.1
	Totals	92	5	11	108	85.2**	4.6	10.2	100.0
6. Years Experience	1-2 years	39	2	4	45	86.7*	4.4	8.9	41.7
	3-more years	53	3	7	63	84.1*	4.8	11.1	58.3
	Gr. IX S.S. Totals	92	5	11	108	85.2*	4.6	10.2	100.0
7. Classes of School	1-12 classes	45	3	5	53	84.9*	5.7	9.4	49.1
	13-more classes	47	2	6	55	85.5*	3.6	10.9	50.9
	High	Totals	92	5	11	108	85.2*	4.6	10.2
8. School Board	Public	60	2	10	72	83.3*	2.8	13.9	66.7
	Separate	32	3	1	36	88.9*	8.3	2.8	33.3
	Totals	92	5	11	108	85.2*	4.6	10.2	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a significant difference at the .05 level.

**denotes a significant difference at the .05 level.

per cent agreeing, 10.2 per cent disagreeing, and 4.6 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both cases.

A significant difference of opinion was found to exist between the teachers on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations). A greater percentage of the teachers whose classes were exempted from writing the examinations, as compared to the teachers whose classes wrote, agreed with the item.

Item 18. The data of Table XXVI, page 79, reveal that the largest proportion of all the educators--49.7 per cent--was uncertain, 29.2 per cent disagreed, and 21.1 per cent agreed that "the Departmental examinations of the past two years have evaluated the objectives of the course successfully." The corresponding figures for the teachers were 44.4 per cent indicating uncertainty, 30.6 per cent disagreeing, and 25.0 per cent agreeing. The difference between the percentages of "agree" and "disagree" responses was found not to be significant in either instance.

The teachers' opinions were found to differ significantly on the basis of background variable 6 (number of years of teaching experience in grade IX social studies). The difference appears to be primarily attributable to the greater percentage of "uncertain" responses to the item by teachers with 1 or 2 years of teaching experience in grade IX social studies, as compared to their colleagues with 3 or more years of experience.

Item 19. Table XXVII, page 80, indicates that 67.8 per cent of

TABLE XXVI I

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 18)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	26	48	31	105	24.8	45.7	29.5
	Principals	10	37	19	66	15.2	56.1	28.8
	Totals	36	85	50	171	21.1	49.7	29.2
2. Sex	Male	14	30	21	65	21.5	46.2	32.3
	Female	13	18	12	43	30.2	41.9	27.9
	Totals	27	48	33	108	25.0	44.4	30.6
3. Years of Training	1-3 years	7	12	3	22	31.8	54.5	13.6
	4-more years	20	36	30	86	23.3	41.9	34.9
	Totals	27	48	33	108	25.0	44.4	30.6
4. Classes Writing	Yes	18	23	17	58	31.0	39.7	29.3
	No	9	25	16	50	18.0	50.0	32.0
	Totals	27	48	33	108	25.0	44.4	30.6
5. Years Experience	1-5 years	14	25	17	56	25.0	44.6	30.4
	6-more years	13	23	16	52	25.0	44.2	30.8
	Totals	27	48	33	108	25.0	44.4	30.6
6. Years Experience	1-2 years	8	27	10	45	17.8	60.0	22.2
	3-more years	19	21	23	63	30.2	33.3	36.5
	Gr. IX S.S.	27	48	33	108	25.0	44.4	30.6
7. Classes of School	1-12 classes	18	20	15	53	34.0	37.7	28.3
	13-more classes	9	28	18	55	16.4	50.9	32.7
	Totals	27	48	33	108	25.0	44.4	30.6
8. School Board	Public	16	35	21	72	22.2	48.6	29.2
	Separate	11	13	12	36	30.6	36.1	33.3
	Totals	27	48	33	108	25.0	44.4	30.6

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXVII

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 19)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Total	Agree	Uncertain		
1. Position	Teachers	72	12	21	105	68.6*	11.4	20.0	61.4
	Principals	44	8	14	66	66.7*	12.1	21.2	38.6
	Totals	116	20	35	171	67.8*	11.7	20.5	100.0
2. Sex	Male	44	9	12	65	67.7*	13.8	18.5	60.2
	Female	29	3	11	43	67.4*	7.0	25.6	39.8
	Totals	73	12	23	108	67.6*	11.1	21.3	100.0
3. Years of Training	1-3 years	14	2	6	22	63.6	9.1	27.3	20.4
	4-more years	59	10	17	86	68.6*	11.6	19.8	79.6
	Totals	73	12	23	108	67.6*	11.1	21.3	100.0
4. Classes Writing	Yes	33	8	17	58	56.9*	13.8	29.3	53.7
	No	40	4	6	50	80.0*	8.0	12.0	46.3
	Totals	73	12	23	108	67.6*	11.1	21.3	100.0
5. Years Experience	1-5 years	40	7	9	56	71.4*	12.5	16.1	51.9
	6-more years	33	5	14	52	63.5*	9.6	26.9	48.1
	Totals	73	12	23	108	67.6*	11.1	21.3	100.0
6. Years Experience	1-2 years	36	4	5	45	80.0*	8.9	11.1	41.7
	3-more years	37	8	18	63	58.7*	12.7	28.6	58.3
	Gr. IX S.S.	73	12	23	108	67.6*	11.1	21.3	100.0
7. Classes of Junior High	1-12 classes	30	4	19	53	56.6	7.5	35.8	49.1
	13-more classes	43	8	4	55	78.2*	14.5	7.3	50.9
	Totals	73	12	23	108	67.6*	11.1	21.3	100.0
8. School Board	Public	51	8	13	72	70.8*	11.1	18.1	66.7
	Separate	22	4	10	36	61.1*	11.1	27.8	33.3
	Totals	73	12	23	108	67.6*	11.1	21.3	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

all the educators agreed, 20.5 per cent disagreed, and 11.7 per cent were uncertain as to whether "the Departmental examination encourages year-end cramming rather than year-long effort." The corresponding figures for the teachers were 67.6 per cent agreeing, 21.3 per cent disagreeing, and 11.1 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both cases.

A significant difference of opinion was found to exist between the teachers on the basis of background variables 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations) and 7 (number of junior high classes in school). For variable 4, a greater percentage of the teachers whose classes were exempted from writing the examinations, as compared to the teachers whose classes wrote, agreed with the item. For variable 7, a greater percentage of the teachers from smaller schools (1 to 12 classes), as compared to the teachers from larger schools (13 or more classes), disagreed with the item.

Item 20. As shown in Table XXVII, 71.9 per cent of the total group of educators disagreed, 9.4 per cent agreed, and 18.7 per cent were uncertain as to whether "preparation for the Departmental examinations makes students adept at expressing themselves in writing." The corresponding figures for the teachers were 76.9 per cent disagreeing, 8.3 per cent agreeing, and 14.8 per cent indicating uncertainty. The differences between the percentages of "agree" and "disagree" responses was found to be significant in both cases.

A significant difference of opinion was found to exist between

TABLE XXVIII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 20)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain		
1. Position	Teachers	9	15	81	105	8.6*	14.3	77.1	61.4
	Principals	7	17	42	66	10.6*	25.8	63.6	38.6
	Totals	16	32	123	171	9.4*	18.7	71.9	100.0
2. Sex	Male	5	11	49	65	7.7*	16.9	75.4	60.2
	Female	4	5	34	43	9.3*	11.6	79.1	39.8
	Totals	9	16	83	108	8.3*	14.8	76.9	100.0
3. Years of Training	1-3 years	2	2	18	22	9.1*	9.1	81.8	20.4
	4-more years	7	14	65	86	8.1*	16.3	75.6	79.6
	Totals	9	16	83	108	8.3*	14.8	76.9	100.0
4. Classes Writing	Yes	7	8	43	58	12.1*	13.8	74.1	53.7
	No	2	8	40	50	4.0*	16.0	80.0	46.3
	Totals	9	16	83	108	8.3*	14.8	76.9	100.0
5. Years Experience	1-5 years	4	9	43	56	7.1*	16.1	76.8	51.9
	6-more years	5	7	40	52	9.6*	13.5	76.9	48.1
	Totals	9	16	83	108	8.3*	14.8	76.9	100.0
6. Years Experience	1-2 years	4	11	30	45	8.9*	24.4	66.7	41.7
	3-more years	5	5	53	63	7.9*	7.9	84.1	58.3
	Gr. IX S.S.	Totals	9	16	83	108	8.3*	14.8	76.9
7. Classes of School	1-12 classes	7	12	34	53	13.2*	22.6	64.2	49.1
	13-more classes	2	4	49	55	3.6*	7.3	89.1	50.9
	Totals	9	16	83	108	8.3*	14.8	76.9	100.0
8. School Board	Public	6	9	57	72	8.3*	12.5	79.2	66.7
	Separate	3	7	26	36	8.3*	19.4	72.2	33.3
	Totals	9	16	83	108	8.3*	14.8	76.9	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

the teachers on the basis of background variable 7 (number of junior high classes in school). A greater percentage of teachers from the larger schools (13 or more classes), as compared to the teachers from the smaller schools (1 to 12 classes), indicated disagreement with the item.

Item 21. Table XXIX shows that 64.9 per cent of all the educators disagreed, 19.3 per cent agreed, and 15.8 per cent were uncertain as to whether "the Departmental examination provides a necessary means of central control over the curriculum." The corresponding figures for the teachers were 67.6 per cent disagreeing, 20.4 per cent agreeing, and 12.0 per cent indicating uncertainty. A significant difference between the percentages of "agree" and "disagree" responses was found in both cases.

A significant difference was found between the opinions of the teachers on the basis of variable 6 (number of years of teacher training in grade IX social studies). A greater percentage of the teachers with 3 or more years of teaching experience in grade IX social studies, as compared to the teachers with 1 or 2 years of experience, agreed with the item.

Item 22. Table XXX, page 85, reveals that 62.8 per cent of all the educators disagreed, 16.9 per cent agreed, and 20.3 per cent were uncertain as to whether "the Departmental examination evaluates a student fairly and justly." The corresponding figures for the teachers were 65.7 per cent disagreeing, 13.9 per cent agreeing, and 20.4 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was significant in both of these cases.

TABLE XXXIX
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 21)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)
		Agree	Uncertain	Disagree	Total	Agree	Uncertain	
1. Position	Teachers	21	13	71	105	20.0*	12.4	67.6
	Principals	12	14	40	66	18.2*	21.2	60.6
	Totals	33	27	111	171	19.3**	15.8	64.9
2. Sex	Male	15	8	42	65	23.1**	12.3	64.6
	Female	7	5	31	43	16.3**	11.6	72.1
	Totals	22	13	73	108	20.4*	12.0	67.6
3. Years of Training	1-3 years	6	1	15	22	27.3*	4.5	68.2
	4-more years	16	12	58	86	18.6*	14.0	67.4
	Totals	22	13	73	108	20.4*	12.0	67.6
4. Classes Writing	Yes	15	8	35	58	25.9*	13.8	60.3
	No	7	5	38	50	14.0*	10.0	76.0
	Totals	22	13	73	108	20.4*	12.0	67.6
5. Years Experience	1-5 years	7	6	43	56	12.5*	10.7	76.8
	6-more years	15	7	30	52	28.8*	13.5	57.7
	Totals	22	13	73	108	20.4*	12.0	67.6
6. Years Experience	1-2 years	3	6	36	45	6.7*	13.3	80.0
	3-more years	19	7	37	63	30.2*	11.1	58.7
	Gr. IX S.S.	22	13	73	108	20.4*	12.0	67.6
7. Classes of School	1-12 classes	15	7	31	53	28.3*	13.2	58.5
	13-more classes	7	6	42	55	12.7*	10.9	76.4
	Totals	22	13	73	108	20.4*	12.0	67.6
8. High School Board	Public	14	8	50	72	19.4*	11.1	69.4
	Separate	8	5	23	36	22.2*	13.9	63.9
	Totals	22	13	73	108	20.4*	12.0	67.6

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXX

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 22)

		NUMBERS			PERCENTAGES			P (χ^2)	
BACKGROUND VARIABLES		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	
1. Position	Teachers	15	22	68	105	14.3*	21.0	64.8	61.0
	Principals	14	13	40	67	20.2*	19.4	59.7	39.0
	Totals	29	35	108	172	16.9*	20.3	62.8	100.0
2. Sex	Male	12	14	39	65	18.5*	21.5	60.0	60.2
	Female	3	8	32	43	7.0*	18.6	74.4	39.8
	Totals	15	22	71	108	13.9*	20.4	65.7	100.0
3. Years of Training	1-2 years	1	5	16	22	4.5*	22.6	72.7	20.4
	4-more years	14	17	55	86	16.3*	19.8	64.0	79.6
	Totals	15	22	71	108	13.9*	20.4	65.7	100.0
4. Classes Writing	Yes	13	7	38	58	22.4*	12.1	65.5	53.7
	No	2	15	33	50	4.0*	30.0	66.0	46.3
	Totals	15	22	71	108	13.9*	20.4	65.7	100.0
5. Years Experience	1-5 years	7	11	38	56	12.5*	19.6	67.9	51.9
	6-more years	8	11	33	52	15.4*	21.2	63.5	48.1
	Totals	15	22	71	108	13.9*	20.4	65.7	100.0
6. Years Experience	1-2 years	5	9	31	45	11.1*	20.0	68.9	41.7
	3-more years	10	13	40	63	15.9*	20.6	63.5	58.3
	Gr. IX S.S.	15	22	71	108	13.9*	20.4	65.7	100.0
7. Classes of School	1-12 classes	10	10	33	53	18.9*	18.9	62.3	49.1
	13-more classes	5	12	38	55	9.1*	21.8	69.1	50.9
	Totals	15	22	71	108	13.9*	20.4	65.7	100.0
8. School Board	Public	10	17	45	72	13.9*	23.6	62.5	66.7
	Separate	5	5	26	36	12.9*	13.9	72.2	32.3
	Totals	15	22	71	108	13.9*	20.4	65.7	100.0

*denotes a significant difference at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

A significant difference of opinion was found between the teachers on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations). A greater percentage of the teachers whose classes wrote the June 1969 Departmental examinations, as compared to the teachers whose classes did not write, agreed with the item; also, a greater percentage of the teachers whose classes did not write the examination expressed uncertainty.

Item 23. The data of Table XXXI show that the largest proportion of all the educators--56.7 per cent--was uncertain, 24.6 per cent agreed, and 18.7 per cent disagreed that "the Departmental examinations of the past two years have emphasized aptitude rather than achievement test items." The corresponding figures for the teachers were 49.5 per cent indicating uncertainty, 29.0 per cent agreeing, and 21.5 per cent disagreeing with the item. In neither of the above instances was the difference between the percentages of "agree" and "disagree" responses significant.

Significant differences of opinion were found to exist on the basis of background variables 1 (position) and 6 (number of years of teaching experience in grade IX social studies). For variable 1, a greater percentage of the teachers, as compared to the principals, were in agreement with the item. Also, a greater percentage of the principals indicated uncertainty. The most noticeable difference for variable 6 was the greater percentage of "uncertain" responses by the teachers with 1 or 2 years of teaching experience in grade IX social studies, as compared to those with 3 or more years.

TABLE XXXI
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 23)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)
		Agree	Uncertain	Disagree	Total	Agree	Uncertain	
1. Position	Teachers	30	51	23	104	28.8	49.0	22.1
	Principals	12	46	9	67	17.9	68.7	13.4
	Totals	42	97	32	171	24.6	56.7	18.7
2. Sex	Male	21	30	14	65	32.3	46.2	21.5
	Female	10	23	9	42	23.8	54.8	21.4
	Totals	31	53	23	107	29.0	49.5	21.5
3. Years of Training	1-3 years	5	14	3	22	22.7	63.6	13.6
	4-more years	26	39	20	85	30.6	45.9	23.5
	Totals	31	53	23	107	29.0	49.5	21.5
4. Classes Writing	Yes	19	29	10	58	32.8	50.0	17.2
	No	12	24	13	49	24.5	49.0	26.5
	Totals	31	53	23	107	29.0	49.5	21.5
5. Years Experience	1-5 years	16	30	9	55	29.1	54.5	16.4
	6-more years	15	23	14	52	28.8	44.2	26.9
	Totals	31	53	23	107	29.0	49.5	21.5
6. Years Experience	1-2 years	8	32	4	44	18.2	72.7	9.1
	3-more years	23	21	19	63	36.5	33.3	30.2
	Gr. IX S.S. Totals	31	53	23	107	29.0	49.5	21.5
7. Classes of Junior High	1-12 classes	14	25	14	53	26.4	47.2	26.4
	13-more classes	17	28	9	54	31.5	51.9	16.7
	Totals	31	53	23	107	29.0	49.5	21.5
8. School Board	Public	23	32	16	71	32.4	45.1	22.5
	Separate	8	21	7	36	22.2	58.3	19.4
	Totals	31	53	23	107	29.0	49.5	21.5

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

Item 24. Data presented in Table XXXII indicate that 85.5 per cent of the total group of educators agreed, 9.3 per cent disagreed, and 5.2 per cent were uncertain as to whether "many important objectives of the social studies cannot be measured by multiple-choice items." The corresponding figures for the teachers were 86.0 per cent agreeing, 9.3 per cent disagreeing, and 4.7 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both cases.

A significant difference of opinion was found on the basis of variable 8 (employing school board). A larger percentage of the Separate, as compared to the Public, school teachers indicated agreement with the item.

Item 25. Table XXXIII, page 90, shows that 72.1 per cent of all the educators agreed, 9.9 per cent disagreed, and 18.0 per cent were uncertain as to whether "the move to eliminate Departmental examinations in Alberta is indicative of the increasing professionalism of this province's teachers." The corresponding figures for the teachers were 66.7 per cent agreeing, 13.0 per cent disagreeing, and 20.4 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both of the above instances.

No significant differences of opinion were found on the basis of the background variables.

Item 26. The data of Table XXXIV, page 91, reveal that 63.4 per cent of all the educators disagreed, 20.3 per cent agreed, and 16.3 per cent were uncertain as to whether "the Departmental examination provides

TABLE XXXII

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 24)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain		
1. Position	Teachers	90	5	10	105	85.7*	4.8	9.5	61.0
	Principals	57	4	6	67	85.1*	6.0	9.0	39.0
	Totals	147	9	16	172	85.5**	5.2	9.3	100.0
2. Sex	Male	53	5	6	64	82.8*	7.8	9.4	59.8
	Female	39	0	4	43	90.7*	0.0	9.3	40.2
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0
3. Years of Training	1-3 years	19	1	2	22	86.4*	4.5	9.1	20.6
	4-more years	73	4	8	85	85.9*	4.7	9.4	79.4
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0
4. Classes Writing	Yes	49	4	4	57	86.0*	7.0	7.0	53.3
	No	43	1	6	50	86.0*	2.0	12.0	46.7
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0
5. Years Experience	1-5 years	47	3	5	55	85.5*	5.5	9.1	51.4
	6-more years	45	2	5	52	86.5*	3.8	9.6	48.6
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0
6. Years Experience	1-2 years	37	3	5	45	82.2*	6.7	11.1	42.1
	3-more years	55	2	5	62	88.7*	3.2	8.1	57.9
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0
7. Classes of Junior	1-12 classes	49	2	2	53	92.5*	3.8	3.8	49.5
	13-more classes	43	3	8	54	79.6*	5.6	14.8	50.5
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0
8. School Board	Public	57	4	10	71	80.3*	5.6	14.1	66.4
	Separate	35	1	0	36	97.2*	2.8	0.0	22.6
	Totals	92	5	10	107	86.0*	4.7	9.3	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXXIII

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 25)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain		
1. Position	Teachers	70	22	13	105	66.7*	21.0	12.4	61.0
	Principals	54	9	4	67	80.6*	13.4	6.0	39.0
	Totals	124	31	17	172	72.1*	18.0	9.9	100.0
2. Sex	Male	44	12	9	65	67.7*	18.5	13.8	60.2
	Female	28	10	5	43	65.1*	23.3	11.6	39.8
	Totals	72	22	14	108	66.7*	20.4	13.0	100.0
3. Years of Training	1-3 years	18	3	1	22	81.8*	13.6	4.5	20.4
	4-more years	54	19	13	86	62.8*	22.1	15.1	79.6
	Totals	72	22	14	108	66.7*	20.4	13.0	100.0
4. Classes Writing	Yes	36	14	8	58	62.1*	24.1	13.8	53.7
	No	36	8	6	50	72.0*	16.0	12.0	46.3
	Totals	72	22	14	108	66.7*	20.4	13.0	100.0
5. Years Experience	1-5 years	40	11	5	56	71.4*	19.6	8.9	51.9
	6-more years	32	11	9	52	61.5*	21.2	17.3	48.1
	Totals	72	22	14	108	66.7*	20.4	13.0	100.0
6. Years Experience	1-2 years	30	10	5	45	66.7*	22.2	11.1	41.7
	3-more years	42	12	9	63	66.7*	19.0	14.3	58.3
	Gr. IX S.S.	72	22	14	108	66.7*	20.4	13.0	100.0
7. Classes of Junior	1-12 classes	33	14	6	53	62.3*	26.4	11.3	49.1
	13-more classes	39	8	8	55	70.9*	14.5	14.5	50.9
	Totals	72	22	14	108	66.7*	20.4	13.0	100.0
8. School Board	Public	45	14	13	72	62.5*	19.4	18.1	66.7
	Separate	27	8	1	36	75.0*	22.2	2.8	33.7
	Totals	72	22	14	108	66.7*	20.4	13.0	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXXIV
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 26)

		NUMBERS			PERCENTAGES			P (χ^2)	
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	Disagree	Totals
1. Position	Teachers	18	17	70	105	17.1*	16.2	66.7	61.0
	Principals	17	11	39	67	25.4*	16.4	58.2	39.0
	Totals	35	28	109	172	20.3*	16.3	63.4	100.0
2. Sex	Male	9	14	32	65	13.8*	21.5	64.6	60.2
	Female	9	4	40	43	20.9*	9.3	69.8	39.8
	Totals	18	18	72	108	16.7*	16.7	66.7	100.0
3. Years of Training	1-3 years	4	5	13	22	18.2*	22.7	59.1	20.4
	4-more years	14	12	59	86	16.3*	15.1	68.6	79.6
	Totals	18	18	72	108	16.7*	16.7	66.7	100.0
4. Classes Writing	Yes	13	12	33	58	22.4*	20.7	56.9	53.7
	No	5	6	39	50	10.0*	12.0	78.0	46.3
	Totals	18	18	72	108	16.7*	16.7	66.7	100.0
5. Years Experience	1-5 years	8	14	34	56	14.3*	25.0	60.7	51.9
	6-more years	10	4	38	52	19.2*	7.7	73.1	48.1
	Totals	18	18	72	108	16.7*	16.7	66.7	100.0
6. Years Experience	1-2 years	6	8	31	45	13.3*	17.8	68.9	41.7
	3-more years	12	10	41	63	19.0*	15.9	65.1	58.3
	Gr. IX S.S.	18	18	72	108	16.7*	16.7	66.7	100.0
7. Classes of Junior	1-12 classes	13	8	32	53	24.5*	15.1	60.4	49.1
	13-more classes	5	10	40	55	9.1*	18.2	72.7	50.2
	Totals	18	18	72	108	16.7*	16.7	66.7	100.0
8. School Board	Public	11	11	50	72	15.3*	15.3	69.4	66.7
	Separate	7	7	22	36	19.4*	19.4	61.1	33.3
	Totals	18	18	72	108	16.7*	16.7	66.7	100.0

*denotes a significant difference at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

a stricter form of self-discipline for students than does evaluation by the school." The corresponding figures for the teachers were 66.7 per cent disagreeing, 16.7 per cent agreeing, and 16.7 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was significant in both cases.

No significant differences of opinion were found on the basis of the background variables.

Item 27. Table XXXV shows that 81.4 per cent of all the educators agreed, 12.2 per cent disagreed, and 6.4 per cent were uncertain as to whether "the Departmental examination decreases classroom experimentation by teachers." The corresponding figures for the teachers were 81.5 per cent agreeing, 13.9 per cent disagreeing, and 4.6 per cent indicating uncertainty. A significant difference was found between the percentages of "agree" and "disagree" responses in both cases.

Significant differences of opinion were found to exist for background variables 5 (number of years of teaching experience) and 7 (number of junior high classes in school). For variable 5, a larger percentage of the teachers with 1 to 5 years of teaching experience, as compared to the teachers with 6 or more years of experience, indicated agreement with the item. For variable 7, a greater percentage of the teachers from the schools with 13 or more classes of junior high students, as compared to those from schools with 1 to 12 classes, agreed with the item.

Item 28. As shown in Table XXXVI, page 94, 58.1 per cent of all the educators disagreed, 23.3 per cent agreed, and 18.6 per cent were uncertain as to whether "as an evaluative aid, the Departmental exam-

TABLE XXXV
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 27)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)	
		Agree	Uncertain	Disagree	Total	Agree	Uncertain		
1. Position	Teachers	87	4	14	105	82.9*	3.8	13.3	61.0
	Principals	53	7	7	67	79.1*	10.4	10.4	39.0
	Totals	140	11	21	172	81.4*	6.4	12.2	100.0
2. Sex	Male	51	5	9	65	78.5*	7.7	13.8	60.2
	Female	37	0	6	43	86.0*	0.0	14.0	39.8
	Totals	88	5	15	108	81.5*	4.6	13.9	100.0
3. Years of Training	1-3 years	19	0	3	22	86.4*	0.0	13.6	20.4
	4-more years	69	5	12	86	80.2*	5.8	14.0	79.6
	Totals	88	5	15	108	81.5*	4.6	13.9	100.0
4. Classes Writing	Yes	46	2	10	58	79.3*	3.4	17.2	53.7
	No	42	3	5	50	84.0*	6.0	10.0	46.3
	Totals	88	5	15	108	81.5*	4.6	13.9	100.0
5. Years Experience	1-5 years	50	0	6	56	89.3*	0.0	10.7	51.9
	6-more years	38	5	9	52	73.1*	9.6	17.3	48.1
	Totals	88	5	15	108	81.5*	4.6	13.9	100.0
6. Years Experience	1-2 years	41	1	3	45	91.1*	2.2	6.7	41.7
	3-more years	47	4	12	63	74.6*	6.3	19.0	58.3
	Gr. IX S.S.	88	5	15	108	81.5*	4.6	13.9	100.0
7. Classes of Junior	1-12 classes	38	3	12	53	71.7*	5.7	22.6	49.1
	13-more classes	50	2	3	55	90.9*	3.6	5.5	50.9
	Totals	88	5	15	108	81.5*	4.6	13.9	100.0
8. School Board	Public	58	4	10	72	80.6*	5.6	13.9	66.7
	Separate	30	1	5	36	83.3*	2.8	13.9	33.3
	Totals	88	5	15	108	81.5*	4.6	13.9	100.0

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

TABLE XXXVI

FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 28)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P (χ^2)
		Agree	Uncertain	Disagree	Totals	Agree	Uncertain	
1. Position	Teachers	23	23	59	105	21.9*	21.9	56.2
	Principals	17	9	41	67	25.4*	13.4	61.2
	Totals	40	32	100	172	23.3*	18.6	58.1
2. Sex	Male	16	17	32	65	24.6*	26.2	49.2
	Female	8	7	28	43	18.6*	16.3	65.1
	Totals	24	24	60	108	22.2*	22.2	55.6
3. Years of Training	1-3 years	3	5	14	22	13.6*	22.7	63.6
	4-more years	21	19	46	86	24.4*	22.1	53.5
	Totals	24	24	60	108	22.2*	22.2	55.6
4. Classes Writing	Yes	19	15	24	58	32.8	25.9	41.4
	No	5	9	36	50	10.0*	18.0	72.0
	Totals	24	24	60	108	22.2*	22.2	55.6
5. Years Experience	1-5 years	11	13	32	56	19.6*	23.2	57.1
	6-more years	13	11	28	52	25.0*	21.2	53.8
	Totals	24	24	60	108	22.2*	22.2	55.6
6. Years Experience	1-2 years	8	10	27	45	17.8*	22.2	60.0
	3-more years	16	14	33	63	25.4*	22.2	52.4
	Gr. IX S.S.	24	24	60	108	22.2*	22.2	55.6
7. Classes of Junior High	1-12 classes	15	12	26	53	28.3	22.6	49.1
	13-more classes	9	12	34	55	16.4*	21.8	61.8
	Totals	24	24	60	108	22.2*	22.2	55.6
8. School Board	Public	16	15	41	72	22.2*	20.8	56.9
	Separate	8	9	19	36	22.2*	25.0	52.8
	Totals	24	24	60	108	22.2*	22.2	55.6

*denotes a significant difference, at the .05 level, between the percentages of "agree" and "disagree" responses.

**denotes a χ^2 value significant at the .05 level.

ination represents a justifiable expenditure of time and money." The corresponding figures for the teachers were 55.6 per cent disagreeing, 22.2 per cent agreeing, and 22.2 per cent indicating uncertainty. The difference between the percentages of "agree" and "disagree" responses was significant in both cases.

A significant difference of opinion was found between the teachers on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations). A greater percentage of the teachers whose classes were exempted from writing the examinations, as compared to the teachers whose classes wrote the examinations, disagreed with the item.

Basic Question 3

To what extent do the opinions of the educators indicate favor for various methods of evaluation for determining the final marks of students in grade IX social studies? Are there significant differences in their responses on the basis of their backgrounds?

Item 29-1. Table XXXVII shows that 72.8 per cent of all the educators favored assigning to the results of the "March Departmental examination" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. Another 26.0 per cent of the educators favored assigning to the March Departmental examination a weight of 21 to 60%, while 1.2 per cent of the educators favored a weight of 61 to 100%. The corresponding figures for the teachers were 75.7 per cent favoring a weight of 0 to 20%, 23.4 per cent favoring a weight of 21 to 60%, and 0.9 per cent favoring a weight of 61 to 100%.

No significant differences of opinion, with respect to the use of March Departmental examination results for determining the final marks

TABLE XXXVII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 29-1)

		NUMBERS			PERCENTAGES			p (χ^2)	
		0-20%	21-60%	61-100%	Totals	0-20%	21-60%	61-100%	Totals
1. Position	Teachers	79	24	1	104	76.0	23.1	1.0	61.5
	Principals	44	20	1	65	67.7	30.8	1.5	38.5
	Totals	123	44	2	169	72.8	26.0	1.2	100.0
2. Sex	Male	49	14	1	64	76.6	21.9	1.6	59.8
	Female	32	11	0	43	74.4	25.6	0.0	40.2
	Totals	81	25	1	107	75.7	23.4	0.9	100.0
3. Years of Training	1-3 years	17	5	0	22	77.3	22.7	0.0	20.6
	4-more years	64	20	1	85	75.3	23.5	1.2	79.4
	Totals	81	25	1	107	75.7	23.4	0.9	100.0
4. Classes Writing	Yes	43	14	1	58	74.1	24.1	1.7	54.2
	No	28	11	0	49	77.6	22.4	0.0	45.8
	Totals	81	25	1	107	75.7	23.4	0.9	100.0
5. Years Experience	1-5 years	45	11	0	56	80.4	19.6	0.0	52.3
	6-more years	36	14	1	51	70.6	27.5	2.0	47.7
	Totals	81	25	1	107	75.7	23.4	0.9	100.0
6. Years Experience	1-2 years	34	10	1	45	75.6	22.2	2.2	42.1
	3-more years	47	15	0	62	75.8	24.2	0.0	57.9
	Gr. IX S.S.	81	25	1	107	75.7	23.4	0.9	100.0
7. Classes Junior	1-12 classes	38	14	0	52	73.1	26.9	0.0	48.6
	13-more classes	43	11	1	55	78.2	20.0	1.8	51.4
	High	81	25	1	107	75.7	23.4	0.9	100.0
8. School Board	Public	53	17	1	71	74.6	23.9	1.4	66.4
	Separate	28	8	0	36	77.8	22.2	0.0	33.6
	Totals	81	25	1	107	75.7	23.4	0.9	100.0

**denotes a χ^2 value significant at the .05 level.

of students in grade IX social studies, were found for any of the background variables.

Item 30-2. The data of Table XXXVIII indicate that 74.6 per cent of all the educators favored assigning to the "written final examination (other than Departmental)" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. Another 24.3 per cent favored assigning to this method a weight of 21 to 60%, while 1.2 per cent of all the educators favored a weight of 61 to 100%. The corresponding figures for the teachers were 77.6 per cent favoring a weight of 0 to 20%, 20.6 per cent favoring a weight of 21 to 60%, and 1.9 per cent favoring a weight of 61 to 100%.

A significant difference of opinion with respect to the use of this method of evaluation was found on the basis of background variable 7 (number of junior high classes in school). A greater percentage of the teachers from schools with 13 or more classes, as compared to the teachers from schools with 1 to 12 classes, favored assigning less weight (0 to 20%) to the written final examination (other than Departmental).

Item 31-3. As shown in Table XXXIX, page 99, 53.3 per cent of the total group of educators favored assigning to "written term (year-long) examinations and quizzes" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. Another 43.2 per cent of the educators favored assigning to this method of evaluation a weight of 21 to 60%, while 3.6 per cent of the educators favored a weight of 61 to 100%. The corresponding figures for the teachers were 58.9 per cent favoring a weight of 0 to 20%, 38.3 per cent favoring a weight of 21 to 60%, and 2.8 per cent favoring a weight of 61 to 100%.

TABLE XXXVIII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 30-2)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)
		0-20%	21-60%	61-100%	Totals	0-20%	21-60%	
1. Position	Teachers	81	21	2	104	77.9	20.2	1.9
	Principals	45	20	0	65	69.2	30.8	0.0
	Totals	126	41	2	169	74.6	24.3	1.2
2. Sex	Male	47	16	1	64	73.4	25.0	1.6
	Female	36	6	1	43	83.7	14.0	2.3
	Totals	83	22	2	107	77.6	20.6	1.9
3. Years of Training	1-3 years	17	5	0	22	77.3	22.7	0.0
	4-more years	66	17	2	85	77.6	20.0	2.4
	Totals	83	22	2	107	77.6	20.6	1.9
4. Classes Writing	Yes	43	14	1	58	74.1	24.1	1.7
	No	40	8	1	49	81.6	16.3	2.0
	Totals	83	22	2	107	77.6	20.6	1.9
5. Years Experience	1-5 years	45	10	1	56	80.4	17.9	1.8
	6-more years	38	12	1	51	74.5	23.5	2.0
	Totals	83	22	2	107	77.6	20.6	1.9
6. Years Experience Gr. IX S.S.	1-2 years	35	9	1	45	77.8	20.0	2.2
	2-more years	48	13	1	62	77.4	21.0	1.6
	Totals	83	22	2	107	77.6	20.6	1.9
7. Classes of Junior High	1-12 classes	35	15	2	52	67.3	28.8	3.8
	13-more classes	48	7	0	55	87.3	12.7	0.0
	Totals	83	22	2	107	77.6	20.6	1.9
8. School Board	Public	59	11	1	71	83.1	15.5	1.4
	Separate	24	11	1	36	66.7	30.6	2.8
	Totals	83	22	2	107	77.6	20.6	1.9

**denotes a χ^2 value significant at the .05 level.

TABLE XXXIX
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 31-3)

BACKGROUND VARIABLES	NUMBERS			PERCENTAGES			p (χ^2)	
	0-20%	21-60%	61-100%	Totals	0-20%	21-60%	61-100%	Totals
1. Position	Teachers	60	41	3	104	57.7	39.4	2.9
	Principals	30	32	3	65	46.2	49.2	4.6
	Totals	90	73	6	169	53.3	43.2	3.6
2. Sex	Male	37	26	1	64	57.8	40.6	1.6
	Female	26	15	2	43	60.5	34.9	4.7
	Totals	63	41	3	107	58.9	38.3	2.8
3. Years of Training	1-3 years	14	8	0	22	63.6	36.4	0.0
	4-more years	49	33	3	85	57.6	38.8	3.5
	Totals	63	41	3	107	58.9	38.3	2.8
4. Classes Writing	Yes	40	18	0	58	69.0	31.0	0.0
	No	23	23	3	49	46.9	46.9	6.1
	Totals	63	41	3	107	58.9	38.3	2.8
5. Years Experience	1-5 years	29	27	0	56	51.8	48.2	0.0
	6-more years	34	14	3	51	66.7	27.5	5.9
	Totals	63	41	3	107	58.9	38.3	2.8
6. Years Experience	1-2 years	24	20	1	45	53.3	44.4	2.2
	3-more years	39	21	2	62	62.9	33.9	3.2
	Gr. IX S.S.	Totals	63	41	3	107	58.9	38.3
7. Classes of Junior	1-12 classes	33	18	1	52	63.5	34.6	1.9
	13-more classes	30	23	2	55	54.5	41.8	3.6
	Totals	63	41	3	107	58.9	38.3	2.8
8. School Board	Public	43	25	3	71	60.6	35.2	4.2
	Separate	20	16	0	36	55.6	44.4	0.0
	Totals	63	41	3	107	58.9	38.3	2.8

**denotes a χ^2 value significant at the .05 level.

A significant difference in teacher opinion with respect to the use of written term examinations and quizzes was found on the basis of background variables 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations) and 5 (number of years of teaching experience). A greater percentage of the teachers whose wrote the June 1969 Departmental examinations, as compared to the teachers whose classes were exempted from writing the examination, favored assigning less weight (0 to 20%) to this method of evaluation. For variable 5, a greater percentage of the teachers with 6 or more years of teaching experience, as compared to the teachers with 1 to 5 years of experience, favored assigning less weight (0 to 20%) to this method of evaluation.

Item 32-4. Table XL reveals that 95.9 per cent of all the educators favored assigning to "formal oral examinations" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. The remaining 4.1 per cent of the educators favored assigning a weight of 21 to 60%. The corresponding figures for the teachers were 95.3 per cent favoring a weight of 0 to 20%, with the remaining 4.7 per cent favoring a weight of 21 to 60%.

No significant differences of opinion with respect to the use of formal oral examinations for determining the final marks of grade IX social studies students, were found for any of the background variables.

Item 33-5. Table XLI, page 102, shows that 92.3 per cent of all the educators favored assigning to "oral student reporting" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. The remaining 7.7 per cent of the educators favored assigning

TABLE XI
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 32-4)

BACKGROUND VARIABLES		NUMBERS			PERCENTAGES			P(χ^2)
		0-20%	21-60%	61-100%	Totals	0-20%	21-60%	
1. Position	Teachers	99	5		104	95.2	4.8	61.5
	Principals	63	2		65	96.9	3.1	38.5
	Totals	162	7		169	95.9	4.1	100.0
2. Sex	Male	60	4		64	93.8	6.2	59.8
	Female	42	1		43	97.7	2.3	40.2
	Totals	102	5		107	95.3	4.7	100.0
3. Years of Training	1-3 years	22	0		22	100.0	0.0	20.6
	4-more years	80	5		85	94.1	5.9	54.9
	Totals	102	5		107	95.3	4.7	100.0
4. Classes Writing	Yes	57	1		58	98.3	1.7	54.2
	No	45	4		49	91.8	8.2	45.8
	Totals	102	5		107	95.3	4.7	100.0
5. Years Experience	1-5 years	54	2		56	96.4	3.6	52.3
	6-more years	48	3		51	94.1	5.9	47.7
	Totals	102	5		107	95.3	4.7	100.0
6. Years Experience Gr. IX S.S.	1-2 years	44	1		45	97.8	2.2	42.1
	3-more years	58	4		62	93.5	6.5	57.9
	Totals	102	5		107	95.3	4.7	100.0
7. Classes of Junior High	1-12 classes	49	3		52	94.2	5.8	48.6
	13-more classes	53	2		55	96.4	3.6	51.4
	Totals	102	5		107	95.3	4.7	100.0
8. School Board	Public	67	4		71	94.4	5.6	66.4
	Separate	35	1		36	97.2	2.8	33.6
	Totals	102	5		107	95.3	4.7	100.0

**denotes a χ^2 value significant at the .05 level.

TABLE XLII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 33-5)

BACKGROUND VARIABLES	NUMBERS			PERCENTAGES			P(χ^2)	
	0-20%	21-60%	61-100%	Totals	0-20%	21-60%	61-100%	Totals
1. Position	Teachers	97	7	104	93.3	6.7		61.5
	Principals	59	6	65	90.8	9.2		38.5
	Totals	156	13	169	92.3	7.7		100.0
2. Sex	Male	60	4	64	93.8	6.2		59.8
	Female	40	3	43	93.0	7.0		40.2
	Totals	100	7	107	93.5	6.5		100.0
3. Years of Training	1-3 years	21	1	22	95.5	4.5		20.6
	4-more years	79	6	85	92.9	7.1		79.4
	Totals	100	7	107	93.5	6.5		100.0
4. Classes Writing	Yes	55	3	58	94.8	5.2		54.2
	No	45	4	49	91.8	8.2		45.8
	Totals	100	7	107	93.5	6.5		100.0
5. Years Experience	1-5 years	51	5	56	91.1	8.9		52.3
	6-more years	49	2	51	96.1	3.9		47.7
	Totals	100	7	107	93.5	6.5		100.0
6. Years Experience	1-2 years	43	2	45	95.6	4.4		42.1
	3-more years	57	5	62	91.9	8.1		57.9
	Gr. IX S.S.	100	7	107	93.5	6.5		100.0
7. Classes of Junior High	1-12 classes	48	4	52	92.3	7.7		48.6
	13-more classes	52	3	55	94.5	5.5		51.4
	Totals	100	7	107	93.5	6.5		100.0
8. School Board	Public	68	3	71	95.8	4.2		66.4
	Separate	32	4	36	88.9	11.1		33.6
	Totals	100	7	107	93.5	6.5		100.0

**denotes a χ^2 value significant at the .05 level.

a weight of 21 to 60% to this method of evaluation. The corresponding figures for the teachers were 93.5 per cent favoring a weight of 0 to 20%, and the remaining 6.5 per cent favoring a weight of 21 to 60%.

No significant differences of opinion, with respect to the use of oral student reporting for determining the final marks of grade IX social studies students, were found for any of the background variables.

Item 34-6. The data of Table XLII indicate that 68.0 per cent of all the educators favored assigning to "written student assignments" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. Another 31.4 per cent of the educators favored assigning to this method a weight of 21 to 60%, while 0.6 per cent of all the educators favored a weight of 61 to 100%. The corresponding figures for the teachers were 71.0 per cent favoring a weight of 0 to 20%, 28.0 per cent favoring a weight of 21 to 60%, and 0.9 per cent of the teachers favoring a weight of 61 to 100%.

No significant differences of opinion, with respect to the use of written student assignments for determining the final marks of grade IX social studies students, were found for any of the background variables.

Item 35-7. Table XLIII, page 105, shows that 78.1 per cent of all the educators favored assigning to "day-to-day observations of students in the classroom" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. Another 19.5 per cent of the educators favored assigning to this method of evaluation a weight of 21 to 60%, while the remaining 2.4 per cent favored a weight of 61 to 100%. The corresponding figures for the teachers were 84.1 per cent favoring a weight of 0 to 20%, 14.0 per cent favoring a weight of 21 to

TABLE XLII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 34-6)

BACKGROUND VARIABLES	NUMBERS			PERCENTAGES			P(χ^2)		
	0-20%	21-60%	61-100%	Totals	0-20%	21-60%	61-100%	Totals	
1. Position	Teachers	73	30	1	104	70.2	28.8	1.0	61.5
	Principals	42	23	0	65	64.6	35.8	0.0	38.5
	Totals	115	53	1	169	68.0	31.4	0.6	100.0
2. Sex	Male	46	17	1	64	71.9	26.6	1.6	59.8
	Female	30	13	0	43	69.8	30.2	0.0	40.2
	Totals	76	30	1	107	71.0	28.0	0.9	100.0
3. Years of Training	1-3 years	16	6	0	22	72.7	27.3	0.0	20.6
	4-more years	60	24	1	85	70.6	28.2	1.2	79.6
	Totals	76	30	1	107	71.0	28.0	0.9	100.0
4. Classes Writing	Yes	44	14	0	58	75.9	24.1	0.0	54.2
	No	32	16	1	49	65.3	32.7	2.0	45.8
	Totals	76	30	1	107	71.0	28.0	0.9	100.0
5. Years Experience	1-5 years	37	19	0	56	66.1	33.9	0.0	52.3
	6-more years	39	11	1	51	76.5	21.6	2.0	47.7
	Totals	76	30	1	107	71.0	28.0	0.9	100.0
6. Years Experience	1-2 years	30	14	1	45	66.7	31.1	2.2	42.1
	3-more years	46	16	0	62	74.2	25.8	0.0	57.9
	Gr. IX S.S. Totals	76	30	1	107	71.0	28.0	0.9	100.0
7. Classes of Junior High	1-12 classes	40	11	1	52	76.9	21.2	1.9	48.6
	13-more classes	36	19	0	55	65.5	34.5	0.0	51.4
	Totals	76	30	1	107	71.0	28.0	0.9	100.0
8. School Board	Public	51	20	0	71	71.8	28.2	0.0	66.4
	Separate	25	10	1	36	69.4	27.8	2.8	33.6
	Totals	76	30	1	107	71.0	28.0	0.9	100.0

**denotes a χ^2 value significant at the .05 level.

TABLE XLIII
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 35-7)

BACKGROUND VARIABLES	Position	Teachers	NUMBERS			PERCENTAGES			p (χ^2)
			0-20%	21-60%	61-100%	Total	0-20%	21-60%	
1. Position	Teachers	87	15	2	104	83.7	14.4	1.9	61.5
		45	18	2	65	69.2	27.7	3.1	38.5
	Totals	132	33	4	169	78.1	19.5	2.4	100.0
2. Sex	Male	52	10	2	64	81.3	15.6	3.1	59.8
		38	5	0	43	88.4	11.6	0.0	40.2
	Totals	90	15	2	107	84.1	14.0	1.9	100.0
3. Years of Training	1-3 years	20	2	0	22	90.9	9.1	0.0	20.6
		70	13	2	85	82.4	15.3	2.4	56.28
	Totals	90	15	2	107	84.1	14.0	1.9	100.0
4. Classes Writing	Yes	51	7	0	58	87.9	12.1	0.0	54.2
		39	8	2	49	79.6	16.3	4.1	45.8
	Totals	90	15	2	107	84.1	14.0	1.9	100.0
5. Years Experience	1-5 years	47	9	0	56	83.9	16.1	0.0	52.3
		43	6	2	51	84.3	11.8	3.9	47.7
	Totals	90	15	2	107	84.1	14.0	1.9	100.0
6. Years Experience	1-2 years	38	5	2	45	84.4	11.1	4.4	42.1
		52	10	0	62	83.9	16.1	0.0	57.9
	Totals	90	15	2	107	84.1	14.0	1.9	100.0
7. Classes of Junior High	1-12 classes	45	6	1	52	86.5	11.5	1.9	48.6
		45	9	1	55	81.8	16.4	1.8	51.4
	Totals	90	15	2	107	84.1	14.0	1.9	100.0
8. School Board	Public	60	10	1	71	84.5	14.1	1.4	66.4
	Separate	30	5	1	36	83.3	13.9	2.8	33.6
	Totals	90	15	2	107	84.1	14.0	1.9	100.0

**denotes a χ^2 value significant at the .05 level.

60%, and 1.9 per cent of the teachers favoring a weight of 61 to 100%.

No significant differences of opinion, with respect to the use of day-to-day observations of students in the classroom for determining the final marks of grade IX social studies students, were found.

Item 36-8. As shown in Table XLIV, 96.4 per cent of all the educators favored assigning to "other methods of evaluation" a weight of 0 to 20% in arriving at the final marks of students in grade IX social studies. The remaining 3.6 per cent of the educators favored assigning a weight of 21 to 60%. The corresponding figures for the teachers were 95.3 per cent favoring a weight of 0 to 20%, with the remaining 4.7 per cent favoring a weight of 21 to 60%.

No significant differences of opinion, with respect to the use of other methods of evaluation for determining the final marks of grade IX social studies students, were found for any of the background variables.

Other methods of evaluation were specifically suggested by twenty-two of the responding educators. Ten respondents favored the use of what they referred to as "research projects." Some of the other suggestions included the use of "map projections," "displays," "test booklets," and "simulation."

III. VARIABLE BY VARIABLE ACCOUNT OF ITEMS WITH SIGNIFICANT DIFFERENCES OF OPINION

The number of items for which significant differences of opinion were found to exist varied noticeably on the basis of the analysis under each of the different background variables. This section reports the items for which a significant difference of opinion between the educators, dichotomously subdivided in each of the eight variables, was found.

TABLE XLIV
FREQUENCY DISTRIBUTIONS, PER CENT EQUIVALENTS, AND PROBABILITY
VALUES FOR EACH BACKGROUND VARIABLE (ITEM 36-8)

BACKGROUND VARIABLES	NUMBERS			PERCENTAGES			p(χ^2)	
	0-20%	21-60%	61-100%	Totals	0-20%	21-60%	Totals	
1. Position	Teachers	99	5	104	95.2	4.8	61.5	.4901
	Principals	64	1	65	98.5	1.5	38.5	
	Totals	163	6	169	96.4	3.6	100.0	
2. Sex	Male	62	2	64	96.9	3.1	59.8	.6466
	Female	40	3	43	93.0	7.0	40.2	
	Totals	102	5	107	95.3	4.7	100.0	
3. Years of Training	1-3 years	21	1	22	95.5	4.5	20.6	.5927
	4-more years	81	4	85	95.3	4.7	79.4	
	Totals	102	5	107	95.3	4.7	100.0	
4. Classes Writing	Yes	56	2	58	96.6	5.4	54.2	.8467
	No	46	3	49	92.9	3.9	45.8	
	Totals	102	5	107	95.3	4.7	100.0	
5. Years Experience	1-5 years	53	3	56	94.6	5.4	52.3	.2146
	6-more years	49	2	51	96.1	3.9	47.7	
	Totals	102	5	107	95.3	4.7	100.0	
6. Years Experience	1-2 years	45	0	45	100.0	0.0	42.1	.1369
	3-more years	57	5	51	91.9	8.1	57.9	
	Gr. IX S.S.	Totals	102	5	107	95.3	4.7	100.0
7. Classes of Junior	1-12 classes	50	2	52	96.2	3.8	48.6	.9487
	13-more classes	52	3	55	94.5	5.5	51.4	
	High	Totals	102	5	107	95.3	4.7	100.0
8. School Board	Public	67	4	71	94.4	5.6	66.4	.8597
	Separate	35	1	36	97.2	2.8	33.6	
	Totals	102	5	107	95.3	4.7	100.0	

**denotes a χ^2 value significant at the .05 level.

Variable 1: Position. On the basis of the educators' position as either a teacher or principal, significant differences of opinion were found to exist for the following items:

4. The Departmental examination is a useful means of self-evaluation for teachers.
7. Elimination of the Departmental examination will decrease the time teachers spend in preparation of lessons.
14. The Departmental examinations of the past two years have over-emphasized factual content.
23. The Departmental examinations of the past two years have emphasized aptitude rather than achievement test items.

Variable 2: Sex. No significant differences of opinion were found for any items on the basis of this background variable.

Variable 3: Number of years of teacher training. No significant differences of opinion were found for any items on the basis of this background variable.

Variable 4: Whether or not the teachers' classes wrote the June 1969 grade IX Departmental examination. Significant differences of opinion, on the basis of this background variable, were found to exist for the following items:

1. The grade IX social studies Departmental examination should be completely eliminated.
4. The Departmental examination is a useful means of self-evaluation for teachers.
10. The Departmental examination provides a necessary comparison of

- students' achievement in different parts of the Province.
11. Removal of the Departmental examination will result in an enriched social studies program.
 13. The marks obtained by students through teacher evaluation alone should be sufficient in determining their final grades.
 14. The Departmental examinations of the past two years have over-emphasized factual content.
 17. The Departmental examination creates, for the teacher and his students, an atmosphere pre-occupied with examination success.
 19. The Departmental examination encourages year-end cramming rather than year-long effort.
 22. The Departmental examination evaluates a student fairly and justly.
 28. As an evaluative aid, the Departmental examination represents a justifiable expenditure of time and money.
- 31-3. Written term (year-long) examinations and quizzes.

Variable 5: Number of years of teaching experience. Significant differences of opinion between teachers on the basis of this background variable were found for the following items:

8. The Departmental examination discourages oral expression and communication in the classroom.
 11. Removal of the Departmental examination will result in an enriched social studies program.
 27. The Departmental examination decreases classroom experimentation by teachers.
- 31-3. Written term (year-long) examinations and quizzes.

Variable 6: Number of years of teaching experience in grade IX social studies. Significant differences of opinion were found, on the basis of this background variable, for the following items:

8. The Departmental examination discourages oral expression and communication in the classroom.
14. The Departmental examinations of the past two years have over-emphasized factual content.
15. The Departmental examinations of the past two years have over-emphasized objectively-scored items.
18. The Departmental examinations of the past two years have evaluated the stated objectives of the course successfully.
21. The Departmental examination provides a necessary means of central control over the curriculum.
23. The Departmental examinations of the past two years have emphasized aptitude rather than achievement test items.

Variable 7: Number of junior high classes in school. Significant differences of opinion, on the basis of this background variable, were found for the following items:

3. Removal of the Departmental examination will lower standards of student achievement.
7. Elimination of the Departmental examination will decrease the time teachers spend in preparation of lessons.
19. The Departmental examination encourages year-end cramming rather than year-long effort.
20. Preparation for the Departmental examination makes students adept at expressing themselves in writing.

27. The Departmental examination decreases classroom experimentation by teachers.

- 30-2. Written final examination (other than Departmental).

Variable 8: Employing school board. On the basis of this background variable, significant differences of opinion were found for the following items:

3. Removal of the Departmental examination will lower standards of student achievement.
7. Elimination of the Departmental examination will decrease the time teachers spend in preparation of lessons.
24. Many important objectives of the social studies cannot be measured by multiple-choice items.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this investigation was to determine and compare, by means of the questionnaire method, the opinions of grade IX social studies teachers and junior high school principals in the Edmonton Public and Separate junior high schools with respect to the following basic questions:

1. To what extent do the opinions of the educators indicate agreement or disagreement with the elimination of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?
2. To what extent do the opinions of the educators indicate agreement or disagreement with the stated advantages and disadvantages of the grade IX social studies Departmental examination? Are there significant differences in their responses on the basis of their backgrounds?
3. To what extent do the opinions of the educators indicate favor for various methods of evaluation for determining the final marks of students in grade IX social studies? Are there significant differences in their responses on the basis of their backgrounds?

I. SUMMARY OF THE FINDINGS

Question 1

Over two-thirds of the educators agreed that "the grade IX social studies Departmental examination should be completely abolished." Fewer than one-fifth of the educators indicated disagreement. The difference between these proportions was found to be significant.

A significant difference of opinion between the teachers was

found for this question on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations).

Question 2

The analysis of the responses to items 2 to 28 of the questionnaire, which dealt primarily with the advantages and disadvantages of the grade IX social studies Departmental examination, generally indicated that a majority of the respondents expressed opinions of agreement with the stated disadvantages of the Departmental examination, and of disagreement with its declared advantages.

Over four-fifths of the educators agreed that:

1. The Departmental examination creates, for the teacher and his students, an atmosphere pre-occupied with examination success.
(Item 17)
2. Many important objectives of the social studies cannot be measured by multiple-choice items. (Item 24)
3. The Departmental examination decreases classroom experimentation by teachers. (Item 27)

Over four-fifths of the educators disagreed that:

1. Elimination of the Departmental examination will decrease the time teachers spend in preparation of lessons." (Item 7)

Between two-thirds and four-fifths of the educators agreed that:

1. The Departmental examination determines what teachers teach.
(Item 2)
2. The Departmental examination provides a form of motivation for students. (Item 5)

3. Removal of the Departmental examination will result in an enriched social studies program. (Item 11)
4. The marks obtained by students through teacher evaluation alone should be sufficient in determining their final grades. (Item 13)
5. The Departmental examination encourages year-end cramming rather than year-long effort. (Item 19)
6. The movement to eliminate Departmental examinations in Alberta is indicative of the increasing professionalism of this province's teachers. (Item 25)

Between two-thirds and four-fifths of the educators disagreed that:

1. Removal of the Departmental examination will lower standards of student achievement. (Item 3)
2. Preparation for the Departmental examination makes students adept at expressing themselves in writing. (Item 20)

Between one-half and two-thirds of the educators agreed that:

1. Evaluation by the Departmental examination is more impartial than evaluation by teachers. (Item 9)
2. The Departmental examinations of the past two years have over-emphasized objectively-scored items. (Item 15)
3. The Departmental examination gives students a goal to work for. (Item 16)

Between one-half and two-thirds of the educators disagreed that:

1. The Departmental examination provides a necessary comparison of students' achievement in different parts of the Province. (Item 10)
2. The Departmental examination provides a necessary means of central control over the curriculum. (Item 21)

3. The Departmental examination evaluates a student fairly and justly. (Item 22)
4. The Departmental examination provides a stricter form of self-discipline for students than does evaluation by the school. (Item 26)
5. As an evaluative aid, the Departmental examination represents a justifiable expenditure of time and money. (Item 28)

The largest proportion, although not forming a majority, of the educators agreed that:

1. The Departmental examination discourages oral expression and communication in the classroom. (Item 8)

The largest group of respondents disagreed that:

1. The Departmental examination is a useful means of self-evaluation for teachers. (Item 4)
2. With respect to evaluation of students, the Departmental examination is a time-saving aid for teachers. (Item 6)
3. The Departmental examination is valuable as a means of preparing students for a competitive society. (Item 12)

The largest proportion of the educators were uncertain with respect to whether:

1. The Departmental examinations of the past two years have over-emphasized factual content. (Item 14)
2. The Departmental examinations of the past two years have evaluated the stated objectives of the course successfully. (Item 18)
3. The Departmental examinations of the past two years have emphasized aptitude rather than achievement test items. (Item 23)

The difference between the percentages of "agree" and "disagree" responses made by the educators was significant for twenty-two of the twenty-seven items. The difference was not significant for items 6, 8, 14, 18, and 23.

Significant differences of opinion for items 2 to 28 were most numerous on the basis of background variable 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations). Significant differences of opinion were found to exist between the teachers, as subdivided on the basis of this variable, for items 4, 10, 11, 13, 14, 17, 19, 22, and 28. For these items it was generally found that a greater percentage of the teachers whose classes were exempted from writing the Departmental examinations, as compared to their colleagues whose classes wrote the examinations, expressed opinions which indicated opposition to the Departmental examination.

On the basis of background variable 6 (number of years of teaching experience in grade IX social studies), significant differences of teacher opinion were found for items 8, 14, 15, 18, 21, and 23. However, one of the factors contributing to these differences was the greater percentage of "uncertain" responses made by teachers with 1 or 2 years of teaching experience in grade IX social studies, as compared to teachers with 3 or more years of experience. These items were mainly of the type which required knowledge of the grade IX social studies Departmental examinations of the previous two years.

Significant differences of opinion were found to exist between the teachers as subdivided on the basis of background variable 7 (number of junior high classes in school), for items 3, 7, 19, 20, and 27. For these items it was generally found that a greater percentage of the

teachers from larger schools (13 or more classes), as compared to the teachers from smaller schools (1 to 12 classes), expressed opinions which were indicative of opposition to the Departmental examination.

On the basis of background variable 1 (position), a significant difference between the opinions of the educators was found for items 4, 7, 14, and 23. No consistent relationships between the opinions of the educators as subdivided on the basis of this background variable, were found.

Significant differences of opinion between the teachers as subdivided on the basis of background variable 5 (number of years of teaching experience), were found for items 8, 11, and 27. No consistent relationships between the opinions of the teachers as subdivided on the basis of this variable, were found.

On the basis of background variable 8 (employing school board), significant differences of teacher opinion were found for items 3, 7, and 24. No consistent relationships between the opinions of the teachers as subdivided on the basis of this variable, were found.

No significant differences of opinion were found between the teachers as subdivided on the basis of background variable 2 (sex) and 3 (number of years of teacher training).

Question 3

The methods of evaluation, in order of their decreasing total weights,¹ favored by the educators were: (1) written term (year-long) examinations and quizzes, (2) written student assignments, (3) day-to-day

¹See Appendix A

observations of students in the classroom, (4) March Departmental examination, (5) written final examination (other than Departmental), (6) oral student reporting, (7) formal oral examinations, and (8) other methods.

Significant differences in teacher opinion with regard to the favored methods of evaluation of students in grade IX social studies were found for items 30-2 on the basis of background variable 7 (number of junior high classes in school), and for items 31-3 on the basis of background variables 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations) and 5 (number of years of teaching experience).

II. CONCLUSIONS

The study found that a significant proportion of the responding educators--68.0 per cent--favored the complete elimination of the grade IX social studies Departmental examination. Two years previously, it was found that a similar opinion was held by only 42.0 per cent of the educators who responded to a similar survey in the City of Edmonton.² The conclusion that the opinions of junior high school educators in the City of Edmonton have changed in the direction of greater opposition to the grade IX social studies Departmental examination seems to be warranted. It is possible that the influence of recent professional literature, most of which has been highly critical of external Departmental examinations, accounted for at least part of this change. One other possible cause is the influence of teachers employed by the two school boards

²Supra, p. 13.

involved, in the past two years.

It can also be concluded that the new examinations policy of the Department of Education in Alberta should meet with the approval of a majority of the junior high school educators in the City of Edmonton. This conclusion was supported not only by the fact that a statistically significant proportion of the responding educators expressed agreement with the statement that "the grade IX social studies Departmental examination should be completely abolished": it was also noted that the majority of the respondents generally expressed negative ("disagree") opinions toward what the literature regarded as the strengths or advantages of external examinations, and positive ("agree") opinions toward what the literature considered to be the weaknesses or disadvantages of external examinations.

To the extent that the expressed opinions of the responding educators are determinative of behavior,³ it can be concluded that as a result of the Department of Education's new policy of evaluation, more grade IX social studies classes in the City of Edmonton should witness:

1. the inclusion of more teacher-selected content. (Item 2)
2. the loss of one form of motivation to students. (Item 5)
3. at least as much, or more, time spent by the teachers in preparing their lessons. (Item 7)
4. an enriched social studies program. (Item 11)
5. less emphasis, in evaluating students, on objectively-scored test items. (Item 15)

³H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1958), p. 15.

6. an atmosphere less occupied with examination success. (Item 17)
7. more year-long effort, rather than year-end cramming, by students. (Item 19)
8. a fairer and more just evaluation of students. (Item 22)
9. increased classroom experimentation by teachers. (Item 27)

It can be concluded that an often significant, and generally consistent, relationship exists between the opinions of Edmonton teachers with respect to the advantages and disadvantages of the grade IX social studies Departmental examination, on the basis of background variables 4 (whether or not the teachers' classes wrote the June 1969 grade IX Departmental examinations) and 7 (number of junior high classes in school).

On the other hand, even though significant differences of opinion were found with respect to background variables 1 (position), 5 (number of years of teaching experience), 6 (number of years of teaching experience in grade IX social studies), and 8 (employing school board), no conclusion of consistent relationships between the educators as subdivided on the basis of these variables, was warranted.

It can be concluded that since no significant differences of opinion were found on the basis of background variables 2 (sex) and 3 (number of years of teacher training), these factors have no significant relationship to the opinions of Edmonton teachers with respect to the questions of this study.

It can be concluded that the concept of paper-and-pencil tests was not rejected, and that this will be an important evaluative technique for teachers of grade IX social studies.

III. RECOMMENDATIONS

The data gathered by the questionnaire were educators' opinions. Since opinion can change with time and additional experience,⁴ it is recommended by the investigator that a similar study be conducted after the educators in the City of Edmonton have had the opportunity of working in their classrooms without the June Departmental examinations. It is further recommended that wherever possible an attempt be made to structure the data-gathering instrument so as to obtain from the respondents their opinions not only on the existing practices and conditions, but also on the ideal or what ought to be.

Since this study involved only the grade IX social studies teachers and junior high school principals in the City of Edmonton, its implications are somewhat limited. It is recommended that the opinions, with respect to the same questions, of grade IX social studies teachers and junior high school principals from the entire Province be gathered to determine the extent of similarity or difference of educators' opinions from different parts of the Province. Is there a significant difference, for example, between the opinions of urban and rural educators?

One of the questions to which this study sought answers, involved the methods of evaluation favored by educators for evaluating students of grade IX social studies. The results of this survey indicated that written examinations will constitute one of the important means of appraisal. It is therefore recommended that precautions be taken, in

⁴A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books Inc., 1966), pp. 105-106.

all fairness to the students, to ensure that grade IX social studies teachers are qualified in the skill of test-making and test-grading. The development of test banks seems to offer one source of aid to teachers requiring assistance in this area. It is hoped, however, that this survey has also helped to raise some questions about the extent to which paper-and-pencil tests should be employed in evaluating students of grade IX social studies.

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APPENDICES

APPENDIX A

**Summary of the Weights Favored by the Educators
for each Method of Evaluation**

TABLE XLV
SUMMARY OF THE WEIGHTS FAVORED BY THE EDUCATORS FOR EACH
METHOD OF EVALUATION

METHOD OF EVALUATION	PERCENTAGE OF EDUCATORS FAVORING EACH WEIGHT CATEGORY					TOTAL WEIGHT*
	1-20% Of	21-40%	41-60%	61-80%	81-100%	
1. March Departmental Examination	42.0	30.8	18.9	7.1	.6	0.6
2. Written Final Examinations (Other than Final)	32.5	42.0	20.1	4.1	1.2	0.0
3. Written Term (Year-Long) Examinations and Quizzes	8.9	44.4	39.1	4.1	3.0	0.6
4. Formal Oral Examinations	58.0	37.9	3.6	0.6	0.0	0.0
5. Oral Student Reporting	21.9	70.4	7.1	0.6	0.0	0.0
6. Written Student Assignments	5.3	62.7	27.8	3.6	0.6	0.0
7. Teacher Observations of Students in Class	11.2	66.9	15.4	4.1	1.8	0.6
8. Other Methods	87.0	9.5	3.0	0.6	0.0	0.0
						215

*The total weights were calculated by multiplying the mid-points of each weight category by the percentage of educators selecting each weight, and adding the totals.

**eg. The number 1326 was obtained by multiplying 0 x 42.0, 10 x 30.8, 30 x 18.9, 50 x 7.1, 70 x 0.6, 90 x 0.6, and adding their products.

APPENDIX B

Project Approval Correspondence

REQUEST FOR ASSISTANCE IN GRADUATE STUDENT RESEARCH PROJECT

Organization or person from whom assistance is requested:

EDMONTON PUBLIC SCHOOL BOARD

Name of graduate student investigator NEIL LOPATKA

Room Number 201

Telephone Number 464-9775 (RES.)

Purpose of the research project TO DETERMINE THE OPINIONS OF SELECTED EDUCATORS REGARDING THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATIONS AND OTHER ASPECTS OF EVALUATION IN THE GRADE NINE SOCIAL STUDIES.

Specific assistance requested (use supplementary pages if necessary)
PERMISSION TO DISTRIBUTE A QUESTIONNAIRE TO ALL GRADE NINE SOCIAL STUDIES TEACHERS, JUNIOR HIGH SCHOOL SOCIAL STUDIES COORDINATORS, AND JUNIOR HIGH SCHOOL PRINCIPALS. THE STUDY WILL PROVIDE THE DATA FOR A RESEARCH PROJECT WHICH WILL BE SUBMITTED TO THE UNIVERSITY OF ALBERTA (EDMONTON) IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF M.ED. RESULTS OF THE STUDY WILL BE MADE AVAILABLE TO THE EDMONTON PUBLIC SCHOOL BOARD.

This is to certify that the research project named has been carefully examined and approved by me in my capacity as thesis supervisor for the study. The above requests by the student for your assistance in the collection of data are considered to be warranted by the possible value of the study to education.

for A. Kippel Jr

L. D. Stewart

27-6-68

Signed J. C. Kippel Jr.

Position EDD. AGRI

*Edmonton Public Schools
EDMONTON, ALBERTA*

Edmonton Public School Board

10010-107A Avenue
EDMONTON, ALBERTA

April 1, 1969.

Dr. L.D. Stewart,
Executive Secretary,
Laboratory Program Committee,
Faculty of Education,
University of Alberta,
EDMONTON 7, Alberta.

Dear Dr. Stewart:

Re: Research Project - Mr. Neil Lopatka

Approval is granted, on a permissive basis, for Mr. Neil Lopatka to conduct research as outlined on the attached form.

Mr. Lopatka should contact the principals concerned to make final arrangements. Lists of principals, social studies teachers and co-ordinators are being sent to Mr. Lopatka under separate cover.

Yours sincerely,

E.A. Mansfield

E.A. Mansfield,
DIRECTOR OF RESEARCH.

EAM/ak
encl.
c.c. N. Lopatka
38 principals

REQUEST FOR ASSISTANCE IN GRADUATE STUDENT RESEARCH PROJECT

Organization or person from whom assistance is requested:

EDMONTON SEPARATE SCHOOL BOARD

Name of graduate student investigator NEIL LOPATKA

Room Number 201

Telephone Number 434-9775 (RES.)

Purpose of the research project TO DETERMINE THE OPINIONS OF SELECTED EDUCATORS REGARDING THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATION AND OTHER ASPECTS OF EVALUATION IN THE GRADE NINE SOCIAL STUDIES.

Specific assistance requested (use supplementary pages if necessary)

PERMISSION TO DISTRIBUTE A QUESTIONNAIRE TO ALL GRADE NINE SOCIAL STUDIES TEACHERS, JUNIOR HIGH SCHOOL SOCIAL STUDIES COORDINATORS, AND JUNIOR HIGH SCHOOL PRINCIPALS. THE STUDY WILL PROVIDE THE DATA FOR A RESEARCH PROJECT WHICH WILL BE SUBMITTED TO THE UNIVERSITY OF ALBERTA (EDMONTON) IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF M.ED. RESULTS OF THE STUDY WILL BE MADE AVAILABLE TO THE EDMONTON SEPARATE SCHOOL BOARD.

This is to certify that the research project named has been carefully examined and approved by me in my capacity as thesis supervisor for the study. The above requests by the student for your assistance in the collection of data are considered to be warranted by the possible value of the study to education.

*At A. Kippak for
L. D. Stewart.*

Signed Ted T. Aoki

Position TED T. AOKI
DEPT OF SECONDARY EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA

Edmonton Separate School Board

H. A. MACNEIL, M. ED.
SUPERINTENDENT

L. J. SLAVIK
SECRETARY-TREASURER



TELEPHONE • 429-2751
9807 - 106TH STREET
EDMONTON, ALBERTA

March 27th, 1969

Mr. W.A. Kiffiak
Administrative Assistant
Faculty of Education
University of Alberta
Edmonton

Dear Mr. Kiffiak:

I received the request from Neil Lopatka 'to determine the opinions of selected educators regarding the grade nine social studies departmental examination and other aspects of evaluation in the grade nine social studies'.

This request has been considered and is approved. The notice regarding Mr. Lopatka's request will be published in the School Bulletin for April 2nd. It is understood that school personnel are, as is the case in all research studies of this nature, at liberty to complete the questionnaire or not complete the questionnaire as they wish.

Yours truly,

F. P. O'Hara
Deputy Superintendent

FPO'H:kc

APPENDIX C

Edmonton Public School Board Memorandum to Principals
of Schools with Grade IX Classes

EDMONTON PUBLIC SCHOOL BOARD
Research

Date: April 1, 1969

MEMORANDUM:

To: Principals

Allendale	McDougall
Avalon	McKernan
Balwin	Oliver
Britannia	Ottewell
Crestwood	Parkallen
Donnan	Parkdale
D. S. MacKenzie	Parkview
Eastwood	Ritchie
Garneau	Rosslyn
H. A. Gray	Sherbrooke
Hardisty	Spruce Avenue
Highlands	Steele Heights
Hillcrest	Stratford
Kenilworth	Strathearn
Killarney	Vernon Barford
King Edward	Wellington
Laurier Heights	Westglen
Lawton	Westminster
McCauley	Westmount

From: E.A. Mansfield, Director of Research

Subject: Research Project of NEIL LOPATKA; Educational Opinions
re Grade IX Social Studies Departmental Examinations

1. Mr. Lopatka is presently on sabbatical leave from the Edmonton Public School System working toward a Master's degree in Secondary Education. Prior to the sabbatical he was a Grade IX social studies teacher and co-ordinator at Oliver Junior High.
2. Mr. Lopatka's study is designed to analyze your reactions to social studies departmental examinations and to provide for an evaluation of some of the recent changes in departmentals made by the Department of Education.
3. In addition, Mr. Lopatka wishes to survey the opinions of the Grade IX social studies teachers, and any social studies

- 2 -

co-ordinators, which you have on your staff. Please see the attached lists. It might be that due to staff changes these lists are no longer entirely correct. However, it would be appreciated if you would inform the staff which might be involved from your school as to the general nature of the study and of Mr. Lopatka's intention to contact them requesting their co-operation.

4. While central office approval has been granted, on the basis of the potential usefulness of the study, it should be clear that this approval, as always, is permissive. That is, each person contacted by Mr. Lopatka — principal, co-ordinator, and teacher — can participate or not as he wishes.

APPENDIX D

Instruction Sheet for Pre-Test Respondents

DEAR _____,

THE ATTACHED QUESTIONNAIRE WILL BE ADMINISTERED TO ALL GRADE NINE SOCIAL STUDIES TEACHERS AND JUNIOR HIGH SCHOOL PRINCIPALS IN THE EDMONTON PUBLIC AND SEPARATE SCHOOL SYSTEMS IN THE NEAR FUTURE. I WOULD VERY MUCH APPRECIATE IT IF YOU WOULD GO THROUGH THE QUESTIONNAIRE IN ITS ENTIRETY, ANSWERING EACH ITEM, AND THEN INDICATING (1) WHETHER ANY ITEM LACKS CLARITY, (2) WHETHER PROVISIONS SHOULD BE MADE FOR ANY ITEMS WHICH ARE NOT INCLUDED IN THE QUESTIONNAIRE, (3) WHICH OF THE THREE POSSIBLE RESPONSE PATTERNS FOR PART B: SECTION II IS BEST, EXPLAINING ALSO WHY YOU THINK SO, AND (4) ANY OTHER SUGGESTIONS WHICH YOU FEEL WOULD IMPROVE THE QUESTIONNAIRE.

PLEASE MAKE THESE COMMENTS IN THE SPACE PROVIDED BELOW (CONTINUE ON THE OPPOSITE SIDE OF THIS SHEET IF MORE SPACE IS REQUIRED.)

COMMENTS

APPENDIX E

Final Version of Questionnaire, with Covering Letter
to Principals, and Letter of Transmittal

3827 - 111B ST.,
EDMONTON, ALTA.,
APRIL 14, 1969.

_____,
PRINCIPAL, _____ SCHOOL,
_____,
EDMONTON, ALTA.

DEAR _____,

ENCLOSED PLEASE FIND _____ COPIES OF A QUESTIONNAIRE DEALING WITH DEPARTMENTAL EXAMINATIONS AND OTHER ASPECTS OF EVALUATION, IN THE GRADE NINE SOCIAL STUDIES.

IF I MAY IMPOSE UPON YOUR VALUABLE TIME, I WOULD APPRECIATE IT IF YOU WOULD COMPLETE ONE COPY OF THE QUESTIONNAIRE, EVEN THOUGH YOU MAY NOT BE A SOCIAL STUDIES SPECIALIST, AND DISTRIBUTE ONE COPY TO EACH MEMBER OF YOUR STAFF WHO TEACHES GRADE NINE SOCIAL STUDIES.

ACCORDING TO THE LIST PROVIDED BY THE SCHOOL BOARD OFFICE, THIS INCLUDES:

YOUR PROMPT ATTENTION WOULD BE APPRECIATED. THANK YOU.

SINCERELY,

(NEIL LOPATKA)

3827 - 111B ST.,
EDMONTON, ALTA.,
APRIL 14, 1969.

DEAR _____,

THOSE OF US CONCERNED WITH EDUCATION REALIZE THE IMPORTANCE, AND DIFFICULTY, OF EVALUATING STUDENT ACHIEVEMENT. THE WRITER IS CONDUCTING A SURVEY TO DETERMINE THE OPINIONS OF SELECTED EDUCATORS REGARDING THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATION AND OTHER RELATED ASPECTS OF EVALUATION IN THE GRADE NINE SOCIAL STUDIES. THIS STUDY IS PART OF THE REQUIREMENTS FOR AN M.ED. DEGREE AT THE UNIVERSITY OF ALBERTA (EDMONTON). IT HAS BEEN ENDORSED BY PROFESSOR T. AOKI (UNIVERSITY OF ALBERTA), AND BY THE RESEARCH DIRECTOR OF THE EDMONTON PUBLIC SCHOOL BOARD.

I WOULD APPRECIATE YOUR COOPERATION IN THIS INVESTIGATION. PLEASE COMPLETE THE ATTACHED QUESTIONNAIRE AT YOUR EARLIEST CONVENIENCE AND RETURN IT IN THE SELF-ADDRESSED AND STAMPED ENVELOPE WHICH HAS BEEN PROVIDED. THE RESULTS WILL BE MADE AVAILABLE TO ALL SCHOOLS FOLLOWING COMPLETION OF THE STUDY.

IT IS NOT NECESSARY TO SIGN YOUR NAME. (NO INDIVIDUAL OR SCHOOL WILL BE IDENTIFIED IN THE STUDY.)

THANK YOU.

SINCERELY,

(NEIL LOPATKA)

3827 - 111B ST.,
EDMONTON, ALTA.,
APRIL 14, 1969.

DEAR _____,

THOSE OF US CONCERNED WITH EDUCATION REALIZE THE IMPORTANCE, AND DIFFICULTY, OF EVALUATING STUDENT ACHIEVEMENT. THE WRITER IS CONDUCTING A SURVEY TO DETERMINE THE OPINIONS OF SELECTED EDUCATORS REGARDING THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATION AND OTHER RELATED ASPECTS OF EVALUATION IN THE GRADE NINE SOCIAL STUDIES. THIS STUDY IS PART OF THE REQUIREMENTS FOR AN M.ED. DEGREE AT THE UNIVERSITY OF ALBERTA (EDMONTON). IT HAS BEEN ENDORSED BY PROFESSOR T. AOKI (UNIVERSITY OF ALBERTA), AND HAS BEEN APPROVED BY MR. F.P. O'HARA OF THE EDMONTON SEPARATE SCHOOL BOARD FOR PRESENTATION TO THE JUNIOR HIGH SCHOOL PRINCIPALS.

I WOULD APPRECIATE YOUR COOPERATION IN THIS INVESTIGATION. PLEASE COMPLETE THE ATTACHED QUESTIONNAIRE AT YOUR EARLIEST CONVENIENCE AND RETURN IT IN THE SELF-ADDRESSED AND STAMPED ENVELOPE WHICH HAS BEEN PROVIDED. THE RESULTS WILL BE MADE AVAILABLE TO ALL SCHOOLS FOLLOWING COMPLETION OF THE STUDY.

IT IS NOT NECESSARY TO SIGN YOUR NAME. (NO INDIVIDUAL OR SCHOOL WILL BE IDENTIFIED IN THE STUDY.)

THANK YOU.

SINCERELY,

(NEIL LOPATKA)

PART A: BACKGROUND DATA

BELLOW ARE SOME QUESTIONS CONCERNING YOUR PERSONAL BACKGROUND AND EXPERIENCE. PLEASE INDICATE THE APPROPRIATE RESPONSE WITH A CHECK MARK () OR WORD.

1. PRESENT POSITION: TEACHER ()

COORDINATOR ()

PRINCIPAL ()

2. SEX: MALE ()

FEMALE ()

3. HOW MANY YEARS OF TEACHER TRAINING DO YOU HAVE? (YEARS CREDITED FOR SALARY PURPOSES)

_____ YEARS

4. WILL YOUR CLASSES BE WRITING THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATIONS IN JUNE?

YES ()

NO ()

5. COUNTING THIS YEAR AS A FULL YEAR, FOR HOW MANY YEARS HAVE YOU TAUGHT (ANY LEVEL)?

_____ YEARS

6. COUNTING THIS YEAR AS FULL YEAR, FOR HOW MANY YEARS HAVE YOU TAUGHT GRADE NINE SOCIAL STUDIES?

_____ YEARS

7. WHAT IS THE NUMBER OF JUNIOR HIGH CLASSES IN YOUR SCHOOL?

_____ CLASSES

8. BY WHICH SCHOOL BOARD ARE YOU EMPLOYED?

PUBLIC ()

SEPARATE ()

PART B: SECTION 1

THE DEPARTMENT OF EDUCATION HAS RECENTLY MADE SOME CHANGES WHICH INVOLVE THE TIMING AND UNDERLYING PURPOSES OF THE GRADE NINE DEPARTMENTAL EXAMINATIONS.

THE ITEMS WHICH FOLLOW ARE DESIGNED TO RECORD YOUR REACTIONS TO THESE CHANGES, AS THEY APPLY SPECIFICALLY TO THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATION. PLEASE ANSWER ALL ITEMS IN RELATION TO YOUR PRESENT POSITION AND KNOWLEDGE, EVEN THOUGH YOU MAY FEEL THAT YOU LACK ADEQUATE INFORMATION TO MAKE A DECISION.

AFTER READING EACH ITEM, PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH IT BY PLACING A CHECK MARK () IN THE PARENTHESES ABOVE THE RESPONSE WHICH MOST CLEARLY INDICATES YOUR OPINION.

THERE ARE NO "RIGHT" OR "WRONG" ANSWERS.

1. THE GRADE NINE SOCIAL STUDIES DEPARTMENTAL EXAMINATION SHOULD BE COMPLETELY ELIMINATED.

(<input type="checkbox"/>)				
STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE

2. THE DEPARTMENTAL EXAMINATION DETERMINES WHAT TEACHERS TEACH.

(<input type="checkbox"/>)				
STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE

3. REMOVAL OF THE DEPARTMENTAL EXAMINATION WILL LOWER STANDARDS OF STUDENT ACHIEVEMENT.

(<input type="checkbox"/>)				
STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE

4. THE DEPARTMENTAL EXAMINATION IS A USEFUL MEANS OF SELF-EVALUATION FOR TEACHERS.

(<input type="checkbox"/>)				
STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE

5. THE DEPARTMENTAL EXAMINATION PROVIDES A FORM OF MOTIVATION FOR STUDENTS.

(<input type="checkbox"/>)				
STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE

6. WITH RESPECT TO EVALUATION OF STUDENTS, THE DEPARTMENTAL EXAMINATION IS A TIME-SAVING AID FOR TEACHERS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

7. ELIMINATION OF THE DEPARTMENTAL EXAMINATION WILL DECREASE THE TIME TEACHERS SPEND IN PREPARATION OF LESSONS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

8. THE DEPARTMENTAL EXAMINATION DISCOURSES ORAL EXPRESSION AND COMMUNICATION IN THE CLASSROOM.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

9. EVALUATION BY THE DEPARTMENTAL EXAMINATION IS MORE IMPARTIAL THAN EVALUATION BY TEACHERS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

10. THE DEPARTMENTAL EXAMINATION PROVIDES A NECESSARY COMPARISON OF STUDENTS' ACHIEVEMENT IN DIFFERENT PARTS OF THE PROVINCE.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

11. REMOVAL OF THE DEPARTMENTAL EXAMINATION WILL RESULT IN AN ENRICHED SOCIAL STUDIES PROGRAM.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

12. THE DEPARTMENTAL EXAMINATION IS VALUABLE AS A MEANS OF PREPARING STUDENTS FOR A COMPETITIVE SOCIETY.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

13. THE MARKS OBTAINED BY STUDENTS THROUGH TEACHER EVALUATION ALONE SHOULD BE SUFFICIENT IN DETERMINING THEIR FINAL GRADES.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

14. THE DEPARTMENTAL EXAMINATIONS OF THE PAST TWO YEARS HAVE OVER-
EMPHASIZED FACTUAL CONTENT.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

15. THE DEPARTMENTAL EXAMINATIONS OF THE PAST TWO YEARS HAVE OVER-
EMPHASIZED OBJECTIVELY-SCORED ITEMS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

16. THE DEPARTMENTAL EXAMINATION GIVES STUDENTS A GOAL TO WORK FOR.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

17. THE DEPARTMENTAL EXAMINATION CREATES, FOR THE TEACHER AND HIS
STUDENTS, AN ATMOSPHERE PRE-OCCUPIED WITH EXAMINATION SUCCESS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

18. THE DEPARTMENTAL EXAMINATIONS OF THE PAST TWO YEARS HAVE EVALUATED
THE STATED OBJECTIVES OF THE COURSE SUCCESSFULLY.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

19. THE DEPARTMENTAL EXAMINATION ENCOURAGES YEAR-END CHAMMING RATHER THAN
YEAR-LONG EFFORT.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

20. PREPARATION FOR THE DEPARTMENTAL EXAMINATION MAKES STUDENTS ADEPT AT
EXPRESSING THEMSELVES IN WRITING.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

21. THE DEPARTMENTAL EXAMINATION PROVIDES A NECESSARY MEANS OF CENTRAL
CONTROL OVER THE CURRICULUM.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

22. THE DEPARTMENTAL EXAMINATION EVALUATES A STUDENT FAIRLY AND JUSTLY.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

23. THE DEPARTMENTAL EXAMINATIONS OF THE PAST TWO YEARS HAVE EMPHASIZED APTITUDE RATHER THAN ACHIEVEMENT TEST ITEMS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

24. MANY IMPORTANT OBJECTIVES OF THE SOCIAL STUDIES CANNOT BE MEASURED BY MULTIPLE-CHOICE ITEMS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

25. THE MOVEMENT TO ELIMINATE DEPARTMENTAL EXAMINATIONS IN ALBERTA IS INDICATIVE OF THE INCREASING PROFESSIONALISM OF THIS PROVINCE'S TEACHERS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

26. THE DEPARTMENTAL EXAMINATION PROVIDES A STRICTER FORM OF SELF-DISCIPLINE FOR STUDENTS THAN DOES EVALUATION BY THE SCHOOL.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

27. THE DEPARTMENTAL EXAMINATION DECREASES CLASSROOM EXPERIMENTATION BY TEACHERS.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

28. AS AN EVALUATIVE AID, THE DEPARTMENTAL EXAMINATION REPRESENTS A JUSTIFIABLE EXPENDITURE OF TIME AND MONEY.

() STRONGLY AGREE	() AGREE	() UNCERTAIN	() DISAGREE	() STRONGLY DISAGREE
--------------------------	--------------	------------------	-----------------	-----------------------------

PART B: SECTION 11

INDICATE THE METHODS YOU FAVOR FOR DETERMINING YOUR STUDENTS' FINAL MARKS IN GRADE NINE SOCIAL STUDIES BY PLACING A CHECK MARK () IN THE PARENTHESES ABOVE THE RESPONSE WHICH MOST CLEARLY INDICATES THE WEIGHT YOU THINK EACH METHOD SHOULD RECEIVE. (THE TOTAL WEIGHT INDICATED SHOULD EQUAL APPROXIMATELY 100%.)

1. MARCH DEPARTMENTAL EXAMINATION.

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

2. WRITTEN FINAL EXAMINATION (OTHER THAN DEPARTMENTAL).

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

3. WRITTEN TERM (YEAR-LONG) EXAMINATIONS AND QUIZZES.

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

4. FORMAL ORAL EXAMINATIONS.

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

5. ORAL STUDENT REPORTING.

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

6. WRITTEN STUDENT ASSIGNMENTS. (EG. TERM PAPERS, ESSAYS, POSITION PAPERS, ETC.,)

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

7. DAY-TO-DAY TEACHER OBSERVATIONS OF STUDENTS IN THE CLASSROOM.

(EG. WORK AND STUDY HABITS, ATTITUDES, PARTICIPATION IN CLASS DISCUSSIONS, ETC.)

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

8. PLEASE NAME (AND INDICATE WEIGHT OF) ANY OTHER METHODS OF EVALUATION WHICH YOU FAVOR USING.

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

(<input type="checkbox"/>)					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

APPENDIX F
Follow-Up Letter

3827 - 111B ST.,
EDMONTON, ALBERTA,
MAY 1, 1969.

DEAR _____,

APPROXIMATELY TWO WEEKS AGO I DISTRIBUTED COPIES OF A QUESTIONNAIRE TO YOUR SCHOOL. THE RETURNS HAVE BEEN VERY GRATIFYING (OVER 80%). I WOULD LIKE TO EXPRESS MY SINCERE APPRECIATION FOR YOUR COOPERATION IN THIS STUDY-ESPECIALLY SINCE I IMPOSED UPON YOUR TIME DURING A PARTICULARLY BUSY PART OF THE SCHOOL YEAR.

I HOPE THAT THE QUESTIONNAIRE HAS GIVEN YOU THE OPPORTUNITY TO CONSIDER THE OBJECTIVES AND FORMS OF EVALUATION IN GRADE NINE SOCIAL STUDIES. ALTHOUGH I PLAN TO REPORT THE RESULTS OF THIS INVESTIGATION IN A THESIS WHICH FORMS PART OF THE REQUIREMENTS FOR AN M.ED. DEGREE AT THE UNIVERSITY OF ALBERTA, I WILL ALSO MAKE CERTAIN THAT A SUMMARY OF THE RESULTS WILL BE MADE AVAILABLE TO YOUR SCHOOL UPON COMPLETION OF THE STUDY.

ONCE AGAIN, THANK-YOU FOR YOUR COOPERATION.

P.S. IF YOU HAVEN'T YET RETURNED YOUR COMPLETED QUESTIONNAIRE, IT'S NOT TOO LATE TO DO SO, AS I WOULD VERY MUCH APPRECIATE YOUR PARTICIPATION IN THE STUDY.

SINCERELY,

Neil Lopatka
(NEIL LOPATKA)

B29923